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MADRAS TEACHERS' GUILD ANNUAL CONFERENCE

INAUGURAL ADDRESS

By

SRI V. S. GOPALAKRISHNA IYER.

I thank the Madras Teachers' Guild for doing me the honour of asking me to inaugurate today's Conference. We are going to discuss the White Paper of the Government on the reorganization of education in our province at the elementary and secondary stages. Far-reaching changes are sought to be introduced, and therefore, the Hon'ble Minister for Education is rightly seeking the opinion of the legislators, educators, educational organizations and the public on this matter. As has been stated by the Hon'ble Sri C. Subramanaim, frequent changes in the educational pattern and structure should be avoided at all costs. Therefore, he is anxious to evolve a scheme which will have the moral support of all concerned with education. We, as members of the teaching profession, who have to work out the scheme in practice and who are expected to know all practical difficulties, should make our views known to the Government and the public in unmistakable terms.

The White Paper contemplates an integrated seven years' course of Elementary Education and a four years' course of Secondary Education. I think we may accept this scheme as it is a happy compromise between the two conflicting opinions held by educationists in our State regarding reorganization of Secondary Education.

We, as teachers, have to realise the practical implications of this change if it comes into force. We have to achieve in seven years the same standard as is now achieved in eight years at the end of the Third form stage. There is need for teachers to put forth greater effort. Since this is a nation building business of the first rate importance, we have to rise up to the occasion and strive with zeal and earnestness to achieve this end in view.

If the age of admission is raised to 5½ plus, we shall be getting more mature children to the first class and that is an advantage, no doubt. But we do not find any scheme in the White Paper to train the child in orderliness and good behaviour from the age of three or four till he reaches the school age of 5½ plus. The ordinary mother who feels her child a nuisance at home would like him to be cared for by somebody else after the age of 3 or 4. In the absence of any arrangement, naturally the child will loaf about the streets and pick up foul language and foul habits. It would be very difficult to make the boy unlearn these things after he comes to school at 5½ plus. By advancing the age of admission to school, I fear, we shall be leaving the child to the care of the devil for a longer period. But the age of admission has necessarily to be raised to 5½ or 6, since the University has fixed 17 as the minimum age for admission to College. This is a point for us teachers to consider very carefully.

In the absence of adequate provision by the Government for the starting of Nursery Schools, Kindergarten Schools and Montessori Schools, I should like teachers, especially retired teachers, to explore the possibility of starting private Nursery Schools, with or without Government aid and recognition, charging the parents for taking proper care of their children at that very impressionable age.

Elementary Education is to extend over seven years instead of the present eight. The Government have suggested five years for the first phase and two years for the second phase of elementary education. We have to consider whether it will not be better to have 4 years for the first phase and 3 years for the second phase. The second phase is usually attached to the High School where there are better-qualified teachers and better equipment. Therefore, it will be, I think, in the interest of children from the point of view of sound education if three years are given to the second phase instead of two. It has been pointed out that there will be radical dislocation in the ordinary elementary schools which now have five classes if one class is reduced. I do not think so. If literacy drive is intensified and compulsion introduced, as the Government propose to do, there will be a sudden spurt in enrolment, and therefore, all the existing teachers and existing class rooms will be quite necessary, if not inadequate, to meet the needs of the locality. On the other hand, if three classes of the higher elementary or lower secondary school are reduced to two, nearly one third of the staff of the lower secondary section will become superfluous and a large number of secondary grade teachers and Junior pandits will be affected by this reorganization. Let alone the problem of teachers being thrown out of employment. From the point of view of children, it is a distinct advantage to give them one more year of education in the lower secondary department of the High School under better-qualified teachers with better equipment and teaching aids than in the lower elementary school. This is an important point for us to consider at this Conference.

Regarding the proposed duration of the Secondary education course, namely four years, I trust we may express our general agreement, especially in view of the fact that the entire period of education up to the end of the secondary stage is to be only 11 years and not 12. We have to prepare our pupils more or less to the Junior Intermediate level. To achieve this end, we have to work for 200 days in the year instead of the present 180. With one more year in the length of the course and with 200 days in the year, it must be possible for us to achieve at least the present Junior Intermediate standard.

No doubt, much more is expected in future of the High School teachers than at present. We shall accept the challenge and prove ourselves equal to the task. With less unwieldy classes than in the College, it must be possible for the High School teachers to bring up the students to the Junior Inter level.

But all that we ask of the public and the Government is to keep us far above want and enhance the scales of salary suitably to enable us to devote our entire time and attention to the heavy responsibility that we shall have to shoulder. Unfortunately, the teacher is compelled to undertake private tuitions and other odd jobs to keep the wolf from the door. If he is to discharge his duty efficiently, his salary should be enhanced so as to enable him to live honourably. This we have to ask of the Government and the public. The increase in salary now proposed for the elementary school teacher is too meagre and makes one despair.

We are aware of the fact that the Government have to bear a very heavy financial responsibility if most of the children of the school-going age are to be given education. To reduce expen-

diture they contemplate increasing the teacher-pupil ratio in elementary schools, from 1 teacher for 20 pupils to 1 for 40. They are aware that there will be fall in quality. They hold the view that quality will have to be sacrificed to some extent for quantity. We, as teachers should find it difficult to accept this proposition. If there is fall in quality, the teacher will be blamed directly by the public and not the Government. We should refuse to be party to any measure which is likely to impair the quality of our work. This is also an important point to consider.

There are many other points to be considered, such as, diversified courses and multi-purpose schools, age of retirement, the managing agencies of elementary and secondary schools, the interim arrangement for the gradual transition from the 3-year to the 4-year secondary course, the place of English and Hindi in the elementary and secondary stages, the Higher Elementary School Final course of one year, etc. I am not here to deal with each and every point in the White Paper, but just to inaugurate the Conference. I have done so by offering my remarks on some of the important points. I invite the other members gathered here to express their views.

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GEOGRAPHY—A PHILOSOPHY OF LIFE

By

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"The waters deluge man with rain, oppress him with hail, and drown him with inundations, the air rushes in storms, prepares the tempest, or lights up the volcano; but the earth gentle and indulgent, ever subservient to the wants of man, spreads his walks with flowers, and his table with plenty; returns with interest, every good committed to her care; and though she produces the poison, she still supplies the antidote; though constantly teased more to furnish the luxuries of man than his necessities, yet even to the last she continues her kind indulgence, and when life is over, she piously covers life remains in her bosom." So wrote Plini, the famous writer of the ancient days.

A study of Mother Earth who nourishes and sustains us from the moment we step on her lap to the time when our mortal coil gets finally mixed up with her, becomes imperative especially in the present, when the whole aim and purpose of education has been focussed on the complete development of the child. Hence in the various subject areas, that have been included in the present day curriculum, Geography must be given the place of pride, as it is a "bridge" subject in the sense that it provides a link between subjects that may be termed scientific and those to which the term "humanistic" may be conveniently applied.

The study of Geography, should not be considered as the product of the 20th Century. Geographic inquiry was prosecuted even in the ancient days. The various areas of Geography that are being studied now had their pioneers in the scholars of those bygone days. Eratosthenes, with his measurements of the earth, may properly be considered a pioneer in the field of physical geography; Herodotus and Strabo, with their descriptions of the known inhabited world as series of regions, as contributors to regional geography and Clandius Ptolemy, with his representation of the facts of area on maps of improved projection, as the initiator of methods of effective, graphic portrayal of geographic information. On this early foundation developed the geography of the later days.

Ideas regarding the exact underlying theme of the study of geography have undergone a gradual process of evolution. Its focus of attention has registered a slow but sure change from the physical aspects to the personal. Even in the earlier days, opinions were divided regarding the definition of Geography. Dr. Hugh Robert Mill in his book "International Geography" published in 1899 says "Geography is the exact and organised knowledge of the distribution of phenomena, on the surface of the earth, culminating in the explanation of the interaction of man with his terrestrial environment." This definition can be contrasted with that expressed by Dr. Marion Newbigin who observes in her Modern Geography that "Geography deals with the surface relief of the earth and with the influence which that relief exercises upon the distribution of other phenomena, and especially upon the life of man." Though it is unnecessary to fight about the definitions of Geography, it has to be admitted that Geography is a unifying service. It derives its raw materials largely from other sciences and studies, it has its own peculiar way of dealing with these materials; it seeks and scrutinizes the interrelation between the differing

phenomena and the interaction between man and those phenomena. It aims at a synthesis, as has been said "exploration, surveying and cartography, evolution of the earth's surface, climate study....and the relations of plant, animal and human life to their environments....are all need to make the picture of Man and the World."

The various technological advances have shrunk the distances between the countries and the need for interdependence has come to be increasingly felt by all. Hence, the necessity to stress the human and economic aspects of Geography rather than the physical or the political aspects. Human geography tells us how man is both the creature as well as the creator of environment. "It can be defined as the science which deals with the adaptation in the widest sense, of human groups to their natural environment, passive adaptation when they subject themselves with no or with little resistance to the action of physical forces, as occurs in the failure of men to settle certain regions ; active adaptation when man to a greater or a lesser extent modifies the surface of the earth as is everywhere the regions in which man is present. An adverse environment requires physical determinism while the exploitation of favourable conditions of environment requires physical determinism combined with social determinism." (Encyclopaedia of Social Sciences—Vols. 5-6 : pp. 624-625.)

It is the study of the nature and distribution of the relationships between geographical environment and human activities and qualities. It takes into its scope of study all aspects of human life on this planet. As Dr. Mill put it, it is "a pyramid, broad-based on the smooth hewn blocks of Mathematics rising through tiers of firmly laid stones from the quarries of the Physical Sciences and the less sure products of Biology and Anthropology to the irregular courses of political Geography and the rubble heap of commercial geography which caps if it does not crown the edifice." It presents the world we live in as a coherent whole, provides an useful background for the students' proper appreciation of the peoples, activities and happenings of the modern world. It helps to give a proper orientation to these matters of significance in the modern world in which the citizen is, willy-nilly, interested, and thus it offers a happy combination of utilitarian and cultural values.

A course of instruction in Human Geography enables the pupils to avoid hasty and mistaken conclusions born out of ignorance and prejudice and to have a sympathetic understanding of the environments and activities of peoples in widely different regions. Human Geography provides him with an intellectual foundation upon which can be erected a coherent and broad-minded appreciation of the world as a unity, of his homeland in relation to that wider world, and of the environment in which the history of his generation is being determined. In his 'Geography in School' Mr. Fairgrieve puts the same idea only in another way, when he says "The function of Human Geography in the general framework of Education is to train the future citizens to imagine accurately the conditions of the great world stage and so help them to think sanely about political and social problems in the world around them."

Turning to the actual teaching of Geography, we find that the child's interest in Geographical knowledge starts from the primary grades. At this stage the child is bubbling with life and is possessed of various abilities which can be canalised into useful activities. Schools should provide such experiences to pupils that they are able to employ their full resources and capacities in identifying themselves with the factors and forces of their environment. Thus developed, the geographical interest can be aroused in the students to a very great degree when they come up to the higher classes.

Geography should be taught not as a dry, dull description of the physical features of the Earth and its various regions. Even the mere teaching of these details can be clothed with life and spirit and made fascinating if we illustrate them with the help of excerpts from the writings of eminent authors. This point has been well brought out by Margaret S. Anderson in her beautiful compilation entitled "Splendour Of Earth". To cite an example, she gives the following description to be used in teaching about the Indian Monsoon :—

"Out of the earth and rock and leafless bough, the magic touch of the monsoon has brought life and greenness. You can always see the broad-leaved vines grow and the tiny creepers work their snaky way linking tree to tree and binding branch to branch.... The fear of getting wet is universal. The gentleman runs because the rain will spoil his clothes ; but the cooly runs as fast because he has none."

Let alone examples and quotations from English Literature. If only we can patiently dive deep into the unchartered realms of our literature, with this geographical interest we can cull out wonderful passages describing to us the geography of our Motherland. We can not only teach Geography but also instil in them an appreciation of our ancient literature as well as an admiration and reverence to the genius of our ancestors. For instance, when we teach the V Form students about surveying and the One-Inch Maps, we can give them examples from ancient literature to show how far those writers were well versed in the topographical details of their nativeland.

In Kambaramayana, we find, in the '*நாடு விட்ட படலம்*' of Kishkindha Kanda, Sugriva, the monkey chief describing to Hanuman, the leader of the Southern Expedition Party, about the topography of the area he has to traverse before discovering Sita. The whole description we get in nearly twenty stanzas. To cite as example :—

"ஈண்டு நின்றெழுந் திரைந்து நூறெழில்
தூண்டு சோதிக் கொடுமுடி தோன்றலால்
நீண்ட நேமிகொ லாமென நேர்ந்தொழு
வேண்டும் விந்த மலையினை மேவுவீர்."

"தேடியவ்வரை தீர்ந்தபின் றேவரும்
ஆடுகின்ற தறுபத மைந்தினைப்
பாடுகின்றது பன்மணி யாலிருள்
ஓடு கின்ற நருமதை யுன்னுவீர்."

We have some references in '*திருமுருகாற்றுப் படை*' also

"காடுங் காவும் கவின்பெரு துருத்தியும்
யாறுங் குளனும் வேறுபல் வைப்புஞ்
சதுக்கமும் சந்தியும் புதுப்பூங் கடம்பு
மன்றமும் பொதியிலுங் கந்துடை நிலையினும்
மாண்டலைக்கொடியொடு மண்ணியமைவர."

Even in describing the Seasons we can draw upon the hidden resources of our literature. For e.g., we have got a chapter consisting of ten verses describing the onset of the Spring Season.

1. கள்ளுயிர்த் தலருமுல்லைக் கடிமுகை
முறுவ லேன்ற
வள்ளிதழ்க் குவளை யுண்கண் மலர்ந்து
மான் தளிர்மென் கையாக்
கிள்ளை மென் குதலை சுற்றிக் கிளரொளி
வண்டு பாணாத்
தெள்விளி பாட வேனிற் றிருமகள்
சிறந்தாளன்றே.

2. பூசல்வண் டார்ப்ப வேனில் போந்தரை
குயில்கள் கூறப்
பாசிலை யுகுத்த தேமா பைந்தளி ரீன்ற
தோற்றம்.

3. வானுயர் சோலை தோறு முருகுவாய்
மடுத்து வீழும்
தேனொடு சுரும்பும் வண்டும் புதிதுண்டு
தெவிட்டி யார்ப்ப '

4. குன்றிடைப் பிறந்த தென்றற் கொழுந்து
மேற்படர்ந்த தன்மை
துன்றிருட பிழம்பு சிக்குங் கனைகதிர்ச்
சுடரோனைய "

5. பன்மணி வரன்றிச் சாரற் பானிற
வருவிதாழுந்
தென்வரை யினிதி னின்ற புனிற்றிளங்
குழவித் தென்றல்

6. குயில் குடைந்தாட வீழ்ந்த
சேயமென் போது போர்த்த திருவணீ
ணிலங்கள் யாவும்
பாயலிற் படுத்த செம்பொற் படாமென
விளங்கு மன்றே ''

7. விண்டொடர் பொதும்பர் தோறும்
விரைகமழ் போதில் வீழ்ந்து
வண்டினம் குடைந்து பாட மகரந்த
மெழுந்த தோற்றம்
கொண்டல்கண் படுக்குந் தேமாங் குயிலின்
மழைப்பத் தோன்றும்.''
—[நளவெண்பா-இளவேனிற் படலம்]

Moreover, Geography should not be taught divorced from other subject areas. Regional Geography should be described as the background for the History and growth of Civilization. For example, when we teach 'Natural Regions' in the V Form we can tell them that the geographical environment coupled with Anthropology and Psychology determined the religious thinking of the three major civilizations—viz., the West, the Chinese and the Indian. People living in the area of the Fertile Crescent extending from the Nile (people living around the Meditteranean) were absorbed with the task of getting themselves integrated with Nature and thus answering the question "Where am I ?" in relation to Nature. To the Chinese it became a grave necessity not only to unite against the sudden and frequent onslaughts of Nature but also against successive hordes of invaders. So they developed a religion that represented the result of the growth of ideas intended to solve the question "What am I ?" in relation to my fellow-men. But above and beyond these two concepts, we find in India religious thought conditioned to a greater extent by Geography. The mirage of the desert led them to think in terms of the worldly life as something unreal and thus developed the concept of Maya. So they developed a religion which represented the result of the growth of ideas leading to the solution of the eternal riddle "Who am I ?" and attaining Self-Realization. Thus it was a process of personal integration.* (* "*Human Venture*" —*Gerald Heard.*)

Hence we find that Geography taught simply as a long catalogue of, the heights of the mountains and the depth of the rivers, gulfs and bays, plains and plateaus, forests and deserts sounds no sense to the students. But when all these details are skilfully linked up with the facts of everyday life and the story of the progress of humanity, then it becomes dynamic, vivid and full of life.

THE CINEMA—A SIGNIFICANT PART OF EDUCATIVE SOCIETY

By

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It was Thomas A. Edison who said that motion pictures would *supplant* the classroom teacher in ten years. His words have not come true we see that motion pictures do supplement the work of the classroom teacher. Nevertheless, one can understand the spirit underlying the words of Edison. One can never deny the important place the cinema occupies in our Educative society today.

The Cinema has progressed in all directions within the last few years. One cannot forget the silent films of the past when one today sees the cinemascope, the three-dimensional or the Technicolour films in "Drive-in-Theatres" or air conditioned cinema houses. The progress in the movie Kingdom has been very fast indeed. There is also a wide variety in the films from the "Westerns" to the Detective, from the comedy to the tragedy, from the historical to the sophisticated, from the emotional to the Criminal and from the romantic to the passionate.

Equally fast has been the progress in the production of educational films. Films have been produced on classroom subjects to supplement the work of the classroom teacher. Films are of great educational value; they make education effective. They serve as interesting means of education. They are quite useful audio-visual aids. C. D. Jayne found that the motion picture is an effective teaching device. In one school the sixth and ninth grades studied units in general science and geography; for some the units included motion pictures and for others not. The units having movies were learned better, especially when the picture was used in close co-ordination with the unit to which it was related.[1] The film is thus very useful to children in school when integrated with other learning activities.

The cinema provides vicarious experiences. Performances are seen in the Film which cannot easily be seen in life directly. The cinema often provides us such substitute experience. It supplements the child's experience and the resources available in the environment. Often we see in films clear descriptions of places, people and things which are far away and which cannot be reached by the common man. They are often really informative. The News Reels and Documentaries are worth mention in this connection. In a little more than two decades educational films have progressed from a mere entertainment novelty to an essential teaching aid from the elementary school to adult education. The cinema has become a significant medium of mass communication in our society.

The cinema is attractive to children. There is rarely a child which dislikes to frequent the cinema house. Edgar Dale found in U.S.A. that attendance in childhood and youth is almost universal, with about 70% of youngsters between 8 and 18 going at least once a week, and about 25% going twice a week or more, and almost a fifth of them seeing the feature through twice.[2] In the cinema house children and adults enjoy a group experience which is not found elsewhere. It is the cinema

1 Jayne C. D. "*The Integrated versus the non-integrated use of motion pictures in the class room*": Journal of Experimental Education, 1936.

2 **Dale, Edgar: *Children's attendance at Motion Pictures*: Macmillan, N.Y. 1935.**

which often brings about and sustains companionship and give and take relationship. The cinema is thus an agent for social interaction to a degree. No wonder children frequent the cinema house many a time and often.

In any society the cinema is doubtless a source of great entertainment and relaxation. To one who is exhausted after a day's hard work, it proves to be soothing and pleasant. It makes one forget the monotony of work, the ills of society, and the worries of the home. For a few annas the cinema cures the fatigue of the common man who sweats all day. The flash of colour, in the cinema, the melodious music, the beauty of the scenery,—all provide relaxation to an appreciable extent. To this extent at least, there is a great need and place for the cinema in our society.

For one thing, the cinema teaches children—even adults—very many things. It teaches good human relations. After seeing a few social or historical films one can easily judge for onself what human relations ultimately will pay in a community. The child should be able to comprehend, through films, how he should get along with other fellow-human beings and what behaviour patterns might bring about conflict between himself and his fellows. Apart from good human relationships, good morals are usually learnt from films. Almost always every film has a moral lesson made home to the audience. One is taught indirectly the necessity for changing evil practices like drinking or child marriage. The injustices connected with Dowry and Caste system are often portrayed in films with definite effect. Films thus frequently influence our attitudes favourably towards changing our bad and unjust Social conditions and practices. The cinema moreover shows things concretely—it is not abstract learning. AS SUCH IT OFTEN HELPS CHILDREN WITH LOW IMAGINATION AND INTELLIGENCE. Persons, who do not have the power to grasp things easily from the teacher or the book, are able to learn the things quickly with the aid of films. This is possible because films make clear the pattern and details of a performance very adequately. Films often enrich one's experience to a full degree because they are accurate representations of reality. This aspect is well described by Horn :—

(1) "Motion pictures, like other pictures, but to a superior degree, contribute materially to the accuracy, the richness and the significance of students' concepts. This is particularly true of descriptive aspects. Places, people, events and processes are made to seem more real.

(2) As a consequence, thinking is made more effective, empty verbalism reduced, vocabulary increased and language made more meaningful.

(3) Children who are lacking in imagination, low in intelligence or below the average in reading ability are helped especially.".[3]

Historical films, further are a class by themselves. They are windows into the past. The Hoary past, the cultural heritage of a country, the folkways and mores of a community are often beautifully pictured for our enjoyment. Films like Helen of Troy, Rani of Jansi, Richard III, Julius Caesar, Queen Victoria, Avvaiar and Tenali Raman describe to us the customs and manners, behaviour patterns and social life of those days which the films attempt to represent. These films develop in us a love of the past and of the simplicity of life in the past. They help us to build the present and the future on the lessons of the past. They remind us of the sacrifices of the people who lived in the past and of the great truths which were handed down to us from the past.

The film, while it is of great educative value, can also be negative in its effects. One must admit that there are indeed films and films. There are films which depict unreal thoughts and

[3] *E. Horn: Methods of instruction in the Social Studies*, 1937.

situations. Immoral and wrong practices are often glorified to some extent. Inaccuracy reigns supreme once in a way in the film. The technics of the Villain are portrayed in the film in microscopic detail. The evil ways are represented in detail along with good morals. Children see for themselves in detail such evil practices, evil manners and evil habits—in thought word and deed. Surely, these and several more are the disadvantages of the cinema.

What types of films are preferred by children ? What types ARE ATTRACTIVE AND AT WHAT STAGE ?

A. M. Mitchell gives the following percentages of Grade and High School Boys and Gilrs who selected as their First Choice certain types of Films with increases of High School over Grades.[4]

	BOYS			GIRLS		
	Grades	High School	In-crease	Grades	High School	In-crease
1. Western	34	7	−27	20	6	−14
2. Adventure	14	14	0	7	6	— 1
3. Comedy	11	13	2	16	10	− 6
4. Historical	2	13	11	5	11	6
5. Sports	5	12	7	4	8	4
6. Mystery	6	9	3	7	9	2
7. Romance	5	7	2	13	23	10
8. Tragedy	2	6	4	8	10	2
9. War	5	4	−1	2	2	0
10. Educational	1	3	2	1	2	1
No. of cases	702	1153		765	2180	

The chief interest one can see from the above table is in active Films. There is loss of interest in " westerns " from grade to High School for boys and girls but girls have increased interest in Romance. Boys and girls have also increased interest in Historical and sports films but not much interest in Educational Films.

It is a common saying that in many a field people are apt to get what they deserve or desire for themselves. Perhaps this is true in the cinema world also. Pictures are produced which interest people. Producers have to be sympathetically insightful and sensitive to the interests of people and to what people desire to see in films. Charles Peters found in U.S.A. that while there was a correlation between the moves of the group and the type of film selected " motion pictures are bucking hard against present standards in relation to aggressive love making.[5] Edgar Dale analysed some 500 feature pictures shown in 1930 and found that 7 out of 10 dealt with love, crime or sex.[6] Some prominent features in other films are Killing, liquor situations, intoxication, Kissing and child parent relationship. People get vicarious satisfactions from such films which meet the unsatisfied desires of men and women. It is here that one has to be cautions. One should not become " Cinema Crazy ". The cinema should not be a rendezvous for " escapism from reality " and for " satisfaction of unsatisfied desires ". Too much of anything is good for nothing. It may not help one to face world problems fairly and squarely. The psendo-experience of the cinema may be false in its emphasis upon impulsive romanticism in relation between the sexes, upon expensive and feverish social life and standards of attractiveness and attracting which are unrealistic.

The effect of the cinema on children is considerable. Ruth C. Peterson and

[4] A. M. Mitchell: *Children and Movies*—Chicago, 1929.
[5] Charles Peters: *Motion Pictures and Standards of Morality*—Macmillan, N.Y. 1933.
[6] See 2 above.

L. L. Thurstone found that a single film markedly shifted children's feelings and that the effect of motion pictures is cumulative and tends to be permanent.[7] Holaday and Stoddard found that "retention of the specific incidents of motion pictures is high in children. Even very young ones, can retain specific memories of a picture with a high degree of accuracy and completeness."[8] W. W. Charters in his book "*Motion Pictures and Youth*" states clearly :—

"Children know so little and are so anxious to learn. They seek information stimulation and guidance in every direction. They are often confused, frequently maladjusted and sometimes without confidence. In this situation the motion picture seems to be a god-send to them."

Unfortunately, the films frequently affect children adversely. Children identify themselves with actors and actresses, the hero and the heroine of the film. By identifying themselves with them they derive some satisfaction of being like splendid persons represented on the screen. Girls may have devotion for the "great lover of the screen" and boys for the "Villain". They may imitate the hero and the heroine in their every day lives. Such imitation may not be conducive to healthy and normal development. Children may often adopt behaviour patterns seen in the films. They may accept suggestions given in the film without any question. The boys learn how to make love, how to smoke and how to fight. Girls may want to dress, to love, to look and to be loved just like actresses on the screen. It is always good to imitate good practices but not the bad ones. Hence children have to be trained to be careful.

The effects of films on the physique of children have been studied. Records of pulse, breathing and electrical changes in the body were obtained from children while they watched the cinema. Erotic and melodramatic scenes excited and stirred children. Films affected even sleep. A device under children's beds, which recorded every movement, showed that youngsters frequently were more restless in sleep after seeing a movie picture.[9]

Above all, the cinema and delinquency have been found to have close relationship in several individual cases. Studies have been made in U.S.A. on this subject for ex. (1) "*Boys Movies and city streets*" by Paul M. Cressy and Frederick M. Thrasher; (2) "*Movies Delinquency and crime*" by Herbert Blumer and Philip M. Hauser. All these studies show that a correlation exists between cinema attendance and both delinquency and retardation at school. In case histories individual delinquents admitted that the cinema supplied them with behaviour patterns which they adopted in their real lives. Blumer and Hauser give us the following incident :—

"A young burglar told how when we came out of the show a couple of the boys suggested that we try to rob a store, the way we had seen in the picture....We bought a crowbar and screw driver and went to a clothing store and sprung the lock." It has been also found that films even provide experiences conducive to the development of neuroses and that these experiences are not limited to early childhood.[10]

---

7 Ruth C. Peterson and L. L. Thurstone: *Motion Pictures and the Social Attitudes of Children.*

8 Perry W. Holaday & George D. Stoddard: *Getting ideas from the Movies*, Macmillan, 1933.

9 Renshaw, Samuel, Miller V. L. and Marquis D. P. *Children's sleep.* Macmillan, 1933.

10 Bruel 6, "A Moving Picture as a Psychopathogenic factor: a paper on primary psychotraumatic neurosis": *Character & Personality*, 1938.

From the above paragraphs, it may be easily seen how the cinema is a significant part of Educative society just like the School, the Home, Religion or Community. The cinema can be a great educative force with advantage. It can also turn children into delinquents. The effect of the cinema especially on children is very great. Henry J. Forman has even written a book entitled *Our Movie Made Children.* We should hope in India that producers will produce educative films of benefit to children and adults. It is also the duty of parents and teachers to guide children so that they understand what is good in the cinema, leaving out the bad and, know how to separate the grain from the chaff.

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NEW IDEAS IN ENGLISH PRIMARY SCHOOLS

Through Self-Expression to Self-Reliance

By

MARY ATKINSON,

Senior Staff Tutor at The Institute of Education, University of Durham.

In the English primary schools at the present time are to be found many varieties of approach to work, but the trend in both infant and junior departments for some time has been towards individual work at a child's own rate and level in reading, writing and arithmetic and the use of the children's interests in learning by doing, thus encouraging active exploration of their world. With much less formal class teaching there is no longer the need to have all children in a class sitting facing the teacher, and we find informal grouping of tables and chairs as the common practice in most infant schools and in an increasing number of junior schools.

In a short article it is only possible to describe briefly some of the work being done and to indicate a few of the principles underlying the planning of the curriculum.

STIMULATING EFFORT

In one infant school of about 300 children, the head-teacher believes that the children are helped to learn mainly through the use of a variety of materials in their play, encouraged and guided by an understanding teacher, who stimulates the children to talk about their experiences. By means of the developing power to use words the children are helped to discover further knowledge and learn to communicate thoughts and ideas to others. Hence for the youngest children, time is allowed for play with basic materials which stimulate imagination and invite effort. Such materials include: wet and dry sand; water; clay; earth; wooden bricks and blocks; wood and simple tools; cooking utensils and ingredients for baking. The children learn to consult a real clock for important events such as lunch, dinner and going-home time.

There are domestic materials for imitation of grown-up activities; a dressing-up box; a house; a shop and all the paraphernalia of grown-up life to be used by the children in their own way. There are other materials which give delight and aesthetic satisfaction by means of a child's creative attempts to paint, to handle textures of all kinds, to sing, listen to and move to music. Books are displayed on trolleys easily accessible to the children and a teacher may often be found sitting with a small group of eager listeners as she tells or reads a story. In a quiet corner a table is provided with paper, thick pencils and crayons for those children who want to draw.

As a child uses these materials in the happy home-like atmosphere of the school, his mental energies are released and as he plays and works, he talks, he asks questions, he begins to use words to describe his experiences and communicate his ideas to others.

SELF-EXPRESSION

Using large sheets for class books and smaller sheets of unlined paper for their individual work the children are encouraged to make their own picture and story-books. It is in themselves and their own affairs that these little children are interested and thus the books made are about themselves—how John made his engine; what we do in our school; our baking day and so on. At the same time a child uses the language of numbers as he counts milk-bottles and drinking-straws; notes the

size and weight of things, the arrangement of the tables and cutlery for dinner. The reading of recipes at baking times and the interest and pleasure of the children in the finished products are closely allied to their satisfaction in solving the problems involved, viz : accurate measurements ; comparison, involving a knowledge of fractions ; counting and a time situation.

As a result of this approach to learning, it is the exceptional child who is unable to read a simple book with ease, understanding and enjoyment, to write a story about himself and friends, to manipulate those mathematical relations which he requires for his purposes, by the time he enters the junior school at the age of seven years. The headmistress and her staff believe that this kind of fundamental knowledge is the soundest base upon which to help children to make further progress. What is described here is typical of work in many infant schools.

SELF-RELIANCE

To the headmaster of a junior school for boys and girls aged 7 to 11 years, it has become increasingly evident that his entrants class is a key position and that the help given to the children at this time affects later progress for either good or ill. He insists that no child must be hurried at this stage ; each one must have time to settle down and find his own level. As much that is taught to children at later stages, they could and should find out for themselves once they can read, no effort is spared in this school to build up an adequate supply of suitable, well-produced and attractive books for the children to read for pleasure, information and reference. The headmaster acknowledges the interest of his Local Education Authority in making an additional grant for the purchase of books.

In addition to books, raw materials in bulk figure largely in the stock-room of this school ; clay, paint, paper and wood with which the children make their own books, pictures, models, musical instruments and properties for drama. The school also possesses a supply of good carpentry and gardening tools and a plot of land where the children may have their own small garden-plots.

It is the aim of this school to provide as liberal an education as possible taking account of the children's needs as they are at present, because it is felt that this is the best means of preparing children for the secondary stage. We find therefore that the class-rooms are furnished as work-rooms and equipped with sinks, benches, shelves, flat-topped surfaces and cupboards. All available space is used so that the children may work in small groups and without undue disturbance. Concerts and entertainments and exhibitions of work are arranged by the children, and

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there is much coming and going between the different classes to see what other groups are doing.

The children show a great variety of interests, in machinery, inventions, mechanical gadgets, people and their work, plants and animals, and it is obvious that they look for help from teachers who can explain how machinery works, why electricity behaves as it does, what is meant by suction and such other questions. Every effort is made to show the children films, provide worth-while travel-books and invite people to come into the school to give the children first hand information.

RESULTS

As a result of working on these lines the headmaster finds that the able children can and do take the selection test at the age of 11 for the secondary school in their stride. They have a fund of knowledge about the world around them. They have used materials creatively. They have read widely, discussed freely and have learnt to express their ideas. They have a good vocabulary. Throughout the school, each child has worked at his own rate in arithmetic and so has understood what he is doing and is therefore more able to cope with problems because language has few pitfalls for him. It is true, that all the children, even the brightest, need encouragement and practice in working quickly under test conditions but they take this in their stride.

It is a rewarding experience to visit the children in this school and in other schools working on similar lines, for here are enthusiasts who want to learn, who are able to work independently and who turn to a teacher or a friendly visitor for help when in difficulty. These children are learning to rely on their own resources and to use their innate abilities to capacity.

The children in such schools as I have described, have reasonable self-confidence and willingness to tackle new things with a fair expectation of success ; they are aware that only their best work will be accepted and that slackness will not be tolerated ; they are prepared to behave as well and no better than they should for their age and they look forward with confidence and zest to the next school. Results such as these are perhaps the justification for the approaches to education in the primary school where they are found.

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FROM OUR ASSOCIATIONS

MADURA DISTRICT TEACHERS' GUILD

A General Body Meeting of the Madura District Teachers' Guild was held at Periakulam on the 10th March 1956 under the presidentship of Sri S. Krishna Iyengar, the President of the Guild. Sri Pichaia Pillai, retired Deputy Superintendent of Police, Periakulam, hoisted the National Flag. Sri I. Raja Rampandian, Headmaster, Board High School, Periakulam, welcomed the gathering. About 300 men and women teachers were present. The President at the outset pointed out the need for strengthening the teachers' organisations, especially the S.I.T.U. the powerful Educational body in the State. Then the Secretary of the Guild referred to the work so far done and work yet to be done this year. Srila Sri Kundrakudi Adigalar adddressed the teachers in Tamil. He emphasised the need for revising the pay scales of teachers. With the vote of thanks proposed by the Secretary, the forenoon session came to a close.

In the afternoon, Sri M. R. Srinivasan, Headmaster, Madura College High School, spoke on 'Educational Standards in Schools'. He pointed out that it was the duty of teachers to raise the standards and teach pupils in accordance with the needs of the nation. Then Sri S. M. Sundaram of Setupati High School read a paper on "The present syllabus in General Science and need for modification". The Conference passed many resolutions on salary scales, age of retirement, Railway concession, etc. On the 11th March, a party of about 80 delegates visited the Periyar Dam.

Our thanks are due to the members of the Teachers' Association, Periakulam, for the excellent arrangements they had made towards the success of the function. Our thanks are also due to the Secretary Teachers' Association Cumbum and Sri Subhakaran, an assistant in the Board High School Cumbam, for their valuable services rendered in our pleasant trip to Thekkodi.

NORTH MALABAR DISTRICT TEACHERS' GUILD

A meeting of the Executive Committee of the guild was held on 10th March 1956, at B. E. M. P. Hgh School, Tellicherry with Sri K. Karunakaran, President of the Guild, in the chair. Fourteen members were present.

Resolutions.

This meeting of the North Malabar District Teachers' Guild feels gratified to note the statement of the Hon. Minister for Education on the floor of the Legislative Council on 27-2-56 that the entire matter relating to teachers, their terms of service and how their services should be protected, was under the consideration of the Government.

This aspect of the teachers' service condition both in aided elementary and secondary schools and especially of those who have completed their fifty-fifth year have become quite insecure in view of the decision of the Madras High Court in upholding the authority of the management in dispensing with the services of teachers under their employ with or without notice.

The N. M. Dt. Teachers' Guild is afraid that the decision of the High Court will become the harbinger of a concerted move on the part of many managements in Malabar for the dismissal of teachers from service. To prevent such a contingency this meeting requests the Government to issue an interm Government order with retrospective effect from 26th January 1950 prohibiting the management from making such moves, pending the finalisation of the contemplated service rules.

The existing rules relating to education elementary, as well as secondary including the service condition of teachers are quite out of date and do not fit in with the present day needs. Therefore this meeting of the Guild requests the Government to constitute a committee presided by one not less in rank than a District Judge with members official and non-official including a fair representation of the S.I.T.U. with instructions to overhaul the existing rules and to frame such rules as to fit in with the socialistic pattern of society.

Proceedings of the meeting of the Executive Committee of the North Malabar District Teachers' Guild held on 30-3-56 at the office of the Kottayam Taluk Aided Elementary School Teachers' Union, Temple Gate, Tellicherry.

RESOLUTIONS.

(*Opinion of the Guild on the white paper on Education*)

1. Elementary Education as proposed to be reorganised as an integrated course of 7 years instead of 8 is welcome.

PROVISO: Those pupils who opt for the Higher Ele. School—Final course should not be debarred from admission to the ninth standard of a Higher Secondary School if they so desire after successfully completing the test.

2. Hindi, the national language, is not given its rightful place in the syllabi of studies.

3. If the present pupil-teacher ratio is increased, quality of instruction will have to be sacrificed and indiscipline will be the result. Indiscipline is the order of the day in secondary schools and colleges at present. This is mainly due to the overcrowding of pupils in classes and the lack of individual attention by the teachers. By increasing the pupil-teacher ratio, the whole educational edifice will become a hot bed of indiscipline which will defeat the very purpose for which education is intended.

4. Full fee concession may be granted to children of teachers of all categories.

5. Under all Govts. present and past, the oft-repeated excuse is the paucity of funds for the implementation of any and every educational plan. When the Govt. is moving to transform the society into a socialistic pattern, we do not find any reason in not nationalising the electricity and bus transport system in the State. The educational funds thus secured will go a long way to cover the major portion of recurring expenditure incurred in the expansion of education.

6. The white paper says that the decision of the Govt. to give the benefit of the provident fund-cum-pension followed by compulsory insurance scheme for teachers is separately under the consideration of the Govt. The delay in implementing the scheme even after 12 months is highly regretted. The benefit should be granted to teachers of all categories. We request that the scheme may be implemented immediately.

7. White paper is defective on the following points:

(a) No hints are given about the Government's intention in the matter of security of tenure of teachers.

(b) Nothing is mentioned about the leave rules.

(c) Nothing about the steps to be taken against erring managements is mentioned.

(d) No mention is made about the proper working of educational institutions and how to remedy the existing evils in the present set up.

(e) The white paper is silent on the question of the State

taking over the management of elementary education. The Guild is strongly of the opinion that the State should take over the management of elementary schools.

8. This meeting requests the Govt. to bring into force immediately the scale of pay recommended by the S.I.T.U. irrespective of the agency of management or the grade of schools.

9. This meeting requests the Govt. to raise the age of retirement of teachers to 60 immediately.

SOUTH MALABAR DISTRICT TEACHERS' GUILD

A meeting of the Executive Committee of the South Malabar District Teachers' Guild was held on 11-3-56 in the Municipal High School, Palghat. 18 members representing High School Associations and Elementary School Teachers' Unions were present. Sri E. H. Parameswaran, M.A., L.T., M.L.C., presided over the meeting.

Resolutions.

1. The Executive Committee of the South Malabar District Teachers' Guild reiterates the resolution passed at the Annual Conference of the Guild requesting Government to take over the management of Elementary Schools and as a first measure in this direction to take over the management of Elementary Schools in Malabar.

2. The Executive Committee draws the attention of the Government to the recent judgment of the Madras High Court regarding the termination of services of teachers in Elementary Schools and requests the Government to make suitable amendments in the M.E.R. and Elementary Education Rules to ensure security of tenure to all teachers.

3. The Executive Committee welcomes the announcement that Education will be made free in Forms IV, V and VI for the children of all Elementary school teachers, constables etc. and requests the Government to make the concession available to children of Secondary Grade teachers working in High and Middle Schools also.

4. The Executive Committee requests the Government to issue orders immediately on the grant of pension to Elementary School teachers and also extend the scheme to teachers of all categories.

5. The Executive Committee is of opinion that due publicity should be given in advance to all schemes of educational expansion and allocation of grants by the Centre and by the States, so that all Educational Institutions may take advantage of the various types of grant given and submit applications for the same in time.

SOUTH KANARA DISTRICT TEACHERS' GUILD

A meeting of the Teachers' Council was held on 25th March 1956, in the B.E.M. High School, Mangalore.

Rev. Fr. James Coelho, S.J., presided over the meeting. 43 representatives attended the meeting.

Resolutions.

It was resolved to conduct a course of training in Museum Technique of ten days duration, during Dasara or Christmas Holidays.

Resolved to request the Government to remove the control of the Department from Centre Teachers' Associations.

NEWS AND NOTES

PUTHANAMPATTI

The Anniversary of the Literary Associations of the Nehru High and Training Schools, Puthanampatti was celebrated at 4-30 p.m. on Saturday 24-3-56 under the presidentship of Sri S. Arumuga Mudaliar, M.A., B.O.L., L.T., Principal, Vivekananda Training College, Thirupparathurai.

The President in the course of his lecture made special mention of the perfect discipline that reigned throughout and wanted other schools also to copy the same.

A variety entertainment including short scenes from Katta Bomman, an English recitation of the Incident of the French Camp by a Vth Form boy, Kummi and Kolattam and Fancy Dress items by the students of the twin institutions raised a roar of laughter among the audience.

The first anniversary of the Teachers' Association of the Nehru Secondary and Training School Puthanampatti was celebrated under the presidentship of Sri V. P. Rengaswami, B.A., B.L., M.L.A., at 5 p.m. on 12th April 1956 in the school campus. All the teachers of the Secondary, Training and Elementary schools were present. The meeting began with prayer by Sri M. Govindan. The President of the Association Vidwan S. Somasundaram, M.A., L.T., delivered the welcome address.

KANDRAMANIKAM (Ramnad Dt.)

A farewell Tea-party was arranged on 15-4-56 by the Management and the Staff of Sri Dhandayudhapani High School, in honour of Sri P. Subramania Iyer on the eve of his retirement.

A public meeting was also held at 4 p.m. under the presidentship of Sri L. Alagusundaram Chettiar, Managing Director, Mahalakshmi Textile Mills Ltd., Madurai. A farewell address was read and presented to the Headmaster. Many silver trophies were presented to him by the management and the staff as a token of their love and affection.

MADURAI

The Annual Camp Life and C.T. activities of the Sourashtra Secondary School, Mainguard, Madurai, were held at Tirupparankundram on the 16th and 17th March 1956. 150 pupils of Forms I to III and 20 members of the staff participated in the Camp Life.

TEN CHARACTERISTICS OF EDUCATION THROUGHOUT THE WORLD

At a time like the present when there is evidence of much international rivalry in education, especially as regards technical education, it is interesting to note the characteristics of current world trends in education such as are apparent from a study of the International Yearbook of Education 1955, published by UNESCO and by the International Bureau of Education in Geneva.

(1) Administration was expanded considerably, through the establishment of new services and the promotion of existing ones.

(2) Educational expenditures again increased by an average of 11-12%.

(3) For the first time a Ministry of Education reports that, provided the present rate of school building can be maintained, the demand for accommodation will be met in two or three years. The shortage of school buildings persisted, however, in most of the countries covered, and was more acute in some of them at secondary and vocational than at primary level.

(4) Enrolments rose at all levels of education. The increase at secondary

(Continued on page 199)

TRIBUTES TO LATE MR. E. H. PARAMESWARAN

PROF. E. N. SUBRAHMANYAN

Mr. Parameswaran as an educationist and Legislator, functioned not only as a representatnve of the teacher in the Madras Council but as a real Legislator and took interest in every subject whether it be *Manimuthar* project in Tirunelveli or *Malampuzha* in Malabar, teachers' salary or tenancy problem. He suggested that the speaches made by him in the Council should be collected and printed as a souvenir.

S. SUBRAMANIAM

In the demise of E. H. Parameswaran the South India Teachers' Union has lost a stalwart in Education, a sympathiser and supporter of worthy causes, an indefatigable and willing worker, a first class representative of Teachers, an enthusiastic literary giant and a warm and sincere-hearted friend. He was a great Administrator and Organiser in the field of Education. Any organisation that had the flavour of education found in him a warm supporter. To know him is to like him.

On the floor of the Madras Legislative Council he has espoused the cause of Teachers on all occasions, being its representative. His budget speeches were remarkable and there was a ring of sincerity in his utterances. Even in death he has been outstanding in that he died in the midst of Teachers at Mylapore when discussing the White Paper on Education, with the President of the S.I.T. Union by his side. He was a teacher by profession, fought for the teachers and died amidst them with the words on his lips, unto the last! What a glorious life, and what a glorious death for a noble cause! May his life and work serve as a beacon light for those who succeed him.

Last year he presided over the Madras Provincial Educational Conference held at Cuddalore, and that was the crown of laurels for any person wedded to the cause of the S.I.T.U. An ardent worker ever since its inception, he has adorned the profession on the Working Committee, the Executive Committee, the Vigilance Committee and the S.I.T.U. Protection Fund. 57 is not too big an age for a teacher.

K. N. PASUPATHI, B.A., L.T.

E. H. Parameswaran's life was dedicated to the cause of the professional organisation of teachers and the cause of education. After serving for a decade as an L.T. Asst. in one of the schools near Palghat, he put in a little more than two decades of distinguished service as headmaster of the High School, Ambasamudram. As a member of the S.S.L.C. Board, Senate and the Legislative Council, also as President of the Tirunelveli Teachers' Guild, he made a valuable contribution. He was a man easily above average, a sincere and enthusiastic worker in the public cause and a fluent speaker and clear thinker on all matters connected with education. The manner of his death shows how he literally died in harness serving his best to the last and standing by the teachers' cause in his own exemplary way.

Condolence Resolutions were received from the Teachers' Associations of :

1. Board H. S. Pattukottai.
2. Sacred Heart H. S. Ponmalaipatti, Golden Rock.
3. Board H. S. Polur.

LETTER BOX

The Madras Government White Paper on Education

Most teachers in South Kanara have taken up an attitude that they need not discuss the White Paper since the district is going to be separated from Madras in another six months. I feel that having worked as a teacher in the State for over 30 years, it is my duty to submit my views for what they are worth ; after all if Madras gives a right lead, it is bound to be followed by other States.

1. Ever since the publication of the Secondary Education Commission's report, I have been opposing the proposal to lengthen the school course to 12 years, since the extra cost was prohibitive and there were other ways of upgrading schools. An 11-year integrated course can very easily be made the basis for a three-year degree course.

2. While the entire curriculum needs revision and integration, one need not wait for the products of the reformed Standards I to V to come to the Secondary Schools before upgrading the High Schools to H. S. Schools as the curriculum in the only two key subjects—Regional Language and Mathematics—is not likely to change very much.

3. If an integrated syllabus for Standards VI to XI is published by December 1956, the new Standard VI can very well admit the students coming from the old Standard V. There is no need to have a Post-Basic Course ; the Forms in the Secondary Schools will be converted to standards year after year. Form VI will become Standard XI in 1962-63. The Pre-University Course will not be continued after June 1963 ; students who pass the Standard XI in March 1963 will be admitted to the three-year Degree Course.

4. The chief cause for the present low standard of attainments is that there is no filteration before admission to the High School course. If there is a common test for all pupils at the end of Standard VII better work will be turned out in the lower standards, and we can start on a firm foundation. This test need not be a State-wide affair. Each District Educational Officer with a few nominated Headmasters can form a District Common Test Committee. Students securing not less than 40% in each subject, not less than 50% in the two languages and 50% in the other subjects taken together will be admitted to the Academic course ; those securing not less than 40% in each and 50% in Mathematics or Science will be admitted to the Multi-Purpose Course ; those securing between 35% and 40% will be eligible for Trade Schools and the Grade IV Services.

5. The Academic course will consist of 1st Language Parts I and II, English and four optionals ; to pass the final examination one has to get 40% in each of the two languages and in 3 out of the 4 optionals. Part I of the Ist Language will consist of Detailed Prose, Non-Detailed Texts, precis, letter-writing and transformation of sentences ; Part II will be another modern Indian language (including Hindi). The present revised syllabus in English will be followed except the provision for the study of poetry. Provision will be made for the study of Additional English or a Classic under the optionals.

6. As I am convinced that a Socialistic pattern of Society cannot be realised unless children are made to earn while they learn from as early an age as possible, I advocate Basic Education without the present emphasis on spinning. From Standard III the pupil should devote some time to productive work ; the proportion of time given to this should gradually increase until in the College the pupil is free

for half a day to earn enough to pay for his board, lodge and tuition.

S. MUKUNDA RAO, M.A., L.T.
Canara High School, Mangalore.

WHITE PAPER AND ELEMENTARY EDUCATION

While welcoming the plea of the Minister for Education for implementing the Reorganised Scheme of Education it cannot be out of place to point out, some of the defects relating to Elementary Education which need serious consideration.

It must be admitted that the elementary school teachers, whose age-long grievances require immediate and radical redress find it more disappointing as all their hopes have become dupes with only additional work without commensurate reward and their feelings of frustration have been considerably augmented.

To attain a millenium of cent per cent literacy within a short period of ten years, an increase in Teacher-pupil-ratio has been advocated by the Minister as the only panacea. This will by no means involve in doubling the present strength of the teaching profession.

Experience has shown that only in rural areas there has been an increase in the percentage of the children not attending schools. The reason for this is not far to seek. The villagers who are steeped in poverty and ignorance prefer to utilise the services of their children at home to help them in their work, to sending them to the schools. If they are relieved of the burden of supporting them by putting them in free hostels attached to schools, all these children can be made to attend some school or the other. These hostels may be run either by State aid or by transferring the charitable endowments of philanthropic gentlemen to choultries or temples to them by some act of legislation. Till then the managements of private aided institutions might be given compensation or aid on more liberal lines to run these hostels to attract more pupils to their schools instead of providing them with the mid-day meals as proposed by the Minister.

There need not be separate course or class as Higher Elementary Final course after the Standard VII, while the whole course of Education has been made an integrated one for 11 years.

Regarding the shift system, it does not appear to be very advisable for all places and it may be introduced only in such areas where the census of the school going population warrants it and where additional accommodation and staff are found wanting to cope up with the requirements of the locality.

A uniform policy of calculating the teacher-pupil ratio on the basis of strength only as 1 : 30 and not on the attendance basis, may be adopted irrespective of managements, to maintain a high standard of efficiency which is already deteriorating.

It is worth reiterating that the service conditions, leave rules and other privileges of teachers in Government Schools be made applicable to all irrespective of the nature of the agencies in which they serve.

The proposal of forming regional councils to look after education has not been approved by the Government and if at all they are to be instituted, the schools under Government and quasi-Government should also be brought under their purview.

Independent views of the inspecting officers not in conformity with the rules and regulations laid down by the department should not be thrust on the schools run on efficient lines.

Refresher courses for teachers may be held once in 5 or 10 years to enable them to keep abreast with the progressive and modern trends of education. The proposal to give a higher scale of pay for Secondary Grade teachers

working in Higher Elementary Schools will be making an invidious distinction and therefore a uniform scale of pay should be adopted for all Secondary Grade teachers irrespective of the nature of the classes they handle and the institutions in which they serve.

The existing Elementary Higher Grade teachers may be continued and no further recruitment of such men need be made.

Above all, in view of the present demand for teachers in the years to come for removing illiteracy, the recommendations of the various responsible and well-informed representatives of the teaching profession, regarding the scales of pay, which need to be doubled should be immediately implemented as this alone will be the only means by which the right type of efficient young men can be attracted to take up this profession and the proposal to give Rs. 10 to Rs. 15, in five years to them will be only adding insult to injury to the already fretting and fuming neglected but the vital back-bone of the teaching community whose responsibility of bringing up the future citizens of this country is so onerous that needs no further expatiation.

S. RAGHAVACHARI.
Manager & Correspondent,
Jayalakshmi Hr. Ely. School,
Mannargudy.

(*Continued from page* 195)

level (approximately 8%) was higher than at primary level (5-6%).

(5) Primary education, formerly much more stable than secondary and vocational education, underwent structural changes in no less than fifteen countries, as compared with only two in the previous year, and its curricula and syllabuses were revised in a half of the countries, as compared with only a third in the previous year.

(6) Secondary education continued to be the growing point of world educational development, and in consequence subject to the greatest amount of revision.

(7) The continued rapid expansion of vocational education gave rise to problems, solved mostly in its favour, of the boundaries between it and primary and secondary education.

(8) Despite a common desire to lighten curricula and syllabuses, new subjects were introduced in almost all the countries covered. Increasing emphasis was being placed, moreover, in primary, secondary and teacher-training curricula, on subjects of practical utility.

(9) The dearth of primary teachers persisted in many countries, and in some cases at secondary level also and especially in regard to teachers of mathematics and science. The position again improved, however, and more countries were able to regard in with a measure of hope.

(10) The education authorities continued to give special attention to teacher training; as in the previous year, measures to improve primary, secondary and vocational teacher training were taken in a half, a quarter, and a seventh respectively of the countries covered. Improvements, moreover, were made in teachers' salary scales in a third of the countries covered, and where necessary, steps were taken to realize the principle of equal pay for men and women.

—*International Bureau of Education.*

OUR BOOKSHELF

Oxford Modern Mathematics (English)—Books II and III: by R. Narasimhachari. (Oxford University Press. Price Re. 1-10-0 each.)

These books closely follow the departmental syllabus of 1949 in Mathematics for Forms II and III and conform to the Guide Book on the Teaching of Mathematics in schools (Forms I to III) prepared by the same author. Modern methods, accepted and approved by teachers of Mathematics, have been adopted.

To help the children to learn the subject by easy stages, the topics have been divided into small suitably graded lesson units. Ample exercises have been given lending scope for oral work in the classroom besides sufficient written work as well.

Oxford Modern Mathematics (Kannada)—Book II. (Oxford University Press. Price Re. 1-6-0.)

This is Kannada translation of the English book by R. Narasimhachari, stated above. The translation is by B. Sadasiva Rao, B.A., L.T., Board High School, Coondapur.

General Science (Kannada)—Book IV for Form IV. (Oxford University Press. Price Re. 1-12-0.)

This book is a Canarese translation of the English Edition written by T. P. Srinivasavaradan and two others, who are very experienced teachers in one of the first rate institutions in the City of Madras. The translation is by R. Pandurangappa, B.A., L.T., St. Aloysius College High School, Mangalore.

Fundamental, Adult, Literacy and Community Education in the West Indies: by D. W. Howes. (Orient Longmans, Ltd. Price 3 sh.)

The 1955 No. 15 of Educational Studies and Documents published by Unesco Education Clearing House contains results and suggestions arising out of the study of the problems of Fundamental, Adult, Literacy and Community Education in the Carribean undertaken by the Carribean Commission appointed at the West Indian Conference at its Fifth Session in 1952 and considered by it at its Sixth Session in 1955. All those interested in social and fundamental education will find in this report valuable information as to how these great problems of modern times are tackled and attempted to be solved in areas which have been hitherto considered as backward. There are sixteen places covered in this report.

Chetana, Vol. I, No. 4—April 1956: Editor: S. Dikshit. (Chetana Ltd., Rampart Row, Bombay-1. Yearly subscription Rs. 2.)

This monthly journal is devoted to a survey of cultural and philosophical subjects. The present issue contains articles on Ramana Maharshi's teachings and the 'questions and answers' relating to his philosophy. A list of selected books useful to scholars and libraries is given in every issue of the journal.

List of publications received and thankfully acknowledged:—

1. Malabar Christian College School magazine, March 1956.
2. The place of subjects in the curriculum.
3. Secondary Education in other lands.
4. Vitalising Secondary Education.
5. Life Adjustment Education for every youth.
6. Cumulative Records.
7. Broadening the services of small schools.
8. School and Work programmes.
9. St. Gabriel's High School Annual, March 1956.
10. Art Annual, Anderson High School, Kancheepuram, March 1956.
11. Indo-American Technical Co-operation, 1952-55.
12. Mahajana High School Magazine, Mettupalayam, March 1956.
13. Visual Aids—Films and film-strips. Part III. Science for secondary schools.
14. Education Book Guide, 1956 Edition.

C. R.

The XLVI Madras State Educational Conference,

CHINGLEPUT

DRAFT RESOLUTIONS

1. This Conference endorses the proposal of the Government in the White Paper on Education that the Higher Secondary School Course should be of four years duration following an integrated course of seven years of elementary education. It particularly welcomes the proposal of a seven year integrated course, as this will do away with the various courses at present which do not dovetail into one another.

But the uniformity of an integrated course should not stand in the way of finding satisfactory solutions to individual problems arising out of the specific characteristics of the area in which the schools are situated.

2. This Conference is of the view that formal education should be given at 6 plus. But the proposal of the Government to have it at 5½ plus and the school leaving age at 16½ plus may be accepted during the transition period in the peculiar circumstances of our State. The Conference notes with regret that no mention has been made of the necessity for starting kindergarten and nursery schools. The starting such schools should be encouraged by the State and liberal aid given.

3. It is admitted by the Government that in the reorganised integrated course of elementary education of seven years, each of the present standards 1 to 5 will be of a higher level as also standards 6 and 7 than the existing standards. The reorganised fifth standard will be equal to present First Form standard. At present elementary schools are having mostly higher grade trained teachers. There is no proposal to replace them by secondary grade teachers. The entire scheme of reorganisation of education contemplates upgrading from standards I to XI. As the phasing of the elementary school course is inevitable in the existing circumstances, this Conference resolves that it should be of four and three years and not five and two as proposed, as this alone would improve the quality of education.

The increase in the teacher-pupil ratio proposed, unless compensated by staffing the first five standards by secondary grade teachers, will not bring about the desired improvement in the quality of education at the end of the fifth standard. Again, in the present circumstances it is not possible to make all elementary schools have seven standards. Hence this Conference is firmly of opinion that in the elementary education stage there should be two phases of four and three and not five and two years.

This Conference regrets to note that this problem has been looked at from the point of view of accommodation and finance and not from the educational and efficiency point of view. The phasing arrangement proposed by this Conference will not entail any retrenchment of teachers nor will it

cost the Government enormously except by way of a small building grant, the cost of equipment remaining the same.

4. This Conference is strongly of the opinion that the contemplated period of upgrading of the present secondary schools into higher secondary schools is too long. It supports the recommendation of the implementation committee that a beginning should be made to start higher secondary schools from the academic year 1957-58 instead of from 1958-59.

5. This Conference is of the opinion that the time has come for steps to be taken to discontinue higher grade training. It draws the attention of the Madras Government to the recent decision of the Andhra Government on this matter. During the transition period the higher grade trained teachers may be allowed to teach only the first three standards of the elementary school course.

6. While the Government themselves admit that smaller classes facilitate good quality teaching and larger classes do not, the increase in the pupil-teacher ratio to 40 : 1 will result not only in poor quality teaching but will aggravate stagnation and wastage. This Conference is therefore of the opinion that the ratio may be fixed at 30:1 in the first phase of elementary education and 40:1 in the second phase as a temporary measure.

7. The Government are aware that a wide gap exists between the service conditions of teachers and those of persons of comparable qualifications in government and quasi-government departments. When such is the case it is unjustifiable to state that if the age of retirement is raised to 60, it will have likely repercussions affecting all classes of public and quasi-public employments. For the successful implementation of the Second Five-Year Plan, especially in the field of education, all available man-power should be utilised and the experienced teachers, if they are found hale and healthy, should be retained at least till the completion of 60. This Conference is glad to note that the Madras University has recommended the age of retirement to be 60 and, if colleges so desire, it may be extended up to 65. The age of retirement of teachers in elementary and high schools in other States is either 60 or 65. This Conference therefore reiterates that the age of retirement should be fixed at 60.

8. The omission of any specific mention in the Government's White Paper on Education of the revision of salary scales of teachers and of old age provision which the teachers have been made to expect is most disappointing. This Conference views this with grave concern, as efficiency of an institution depends upon the contentment of teachers. It draws the attention of the Government to the resolutions on salary scales and old age provision passed at the last three annual State Educational Conferences. The Government by postponing the consideration of the legitimate claims of teachers are only aggravating the sense of frustration among the teaching profession.

9. In accordance with the recommendation of the Secondary Education Commission a Board of Secondary Education should be constituted at the beginning of 1956-57. Inasmuch as 180 schools are proposed to be converted into multipurpose schools during the next five years, it is essential that the Director of Technical Education, the Director of Agriculture, the Director of Industries, and the head of a polytechnic should find places on the Board. This Conference is of opinion that that the composition and the functions of

the Board should be on the lines suggested by the Secondary Education Commission. One of the functions of this Board should be to frame conditions of recognition of higher secondary schools and the qualifications of the teaching staff; the granting of recognition should be vested in a special committee of the Board of Secondary Education.

As multipurpose schools with diversified courses will grow in number in the next five years, this Conference is of opinion that for proper guidance and direction, there should be a Director of Technical Education, who shall also be a member of the Secondary Education Board.

10. The present form of agreement between teachers and managements of aided secondary and elementary schools does not adequately cover cases of unjust terminations of services of teachers. This Conference is therefore of opinion that the time has come for urgent revision of the agreement and the relevant rules of the M.E.R. empowering the Education Department to intervene immediately so as to give effective security to teachers.

11. This Conference reiterates that the schools under local bodies, both secondary and elementary, should be under the Regional Boards.

12. This Conference welcomes the proposal of the Government to have central multipurpose schools each providing practical instruction to a group of schools in large towns.

13. This Conference is glad to note that the Government have accepted the recommendation, so often repeated by the South India Teachers' Union, that refresher courses should be arranged at least once in five years for teachers in particular subjects. This Conference hopes that in a number of places refresher courses would be started in 1956-57.

14. This Conference, while agreeing with the proposals of the Government regarding the study of languages both in the elementary education course and in the higher secondary school course, is of opinion that the study of English as a compulsory subject should begin from the reorganised Standard V and Hindi or any other Indian language, not taken as first language, from Standard VI. It agrees with the Government that in the context of diversity of languages in our State, it is not advisable to make Hindi compulsory, but provision for the study of Hindi must be made in every school.

15. This Conference is of the view that the stage has now come for a survey of the facilities available for elementary education and how to make use of those facilities to the best advantage for spreading and efficient organisation of elementary education. A proper planning of the location of the schools and defining the area of their service should be undertaken without delay.

16. This Conference reiterates the resolutions passed in the previous conferences, on Provident Fund closure, old age provision, particularly extension of the pension scheme and salary scales of teachers.

NOTE.—Delegates desirous of moving amendments to these resolutions are requested to send the same in the proper form to the Secretary of the S.I.T. Union, Raja Annamalaipuram, Madras-28, so as to reach him on or before the 8th May, 1956.

THE XLVI MADRAS STATE EDUCATIONAL CONFERENCE, CHINGLEPUT

PROGRAMME

Monday, 14*th May,* 1956.

10 a.m.	Opening of the Conference.
	Presidential address.
	Opening of Exhibition.
2-30 p.m.	Administration, Organisation and Teacher-Education section.
4 p.m.	Meeting of Headmaster-delegates.
6 p.m.	Sabhesan Memorial Lecture.
8-30 p.m.	Subjects Committee meeting.
9 p.m.	Entertainment.

Tuesday, 15*th May,* 1956.

8-30 a.m.	Secondary and Technical Education section.
2-30 p.m.	Primary and Basic Education section.
3-30 p.m.	Elementary School Teachers' Conference.
5 p.m.	General Sessions—Resolutions.
8 p.m.	Workers' Meeting.
9 p.m.	Entertainment.

Wednesday, 16*th May,* 1956.

8 a.m.	S.I.T.U. Annual General Body Meeting.
10 a.m.	University Education section.
2 p.m.	General sessions—Resolutions.
4 p.m.	Concluding session.

THE S. I. T. U. ANNUAL GENERAL BODY MEETING

NOTICE

The annual General Body Meeting of the South India Teachers' Union will he held at 8 a.m. on Wednesday, the 16th May 1956 in the Conference Hall at Chingleput. Members are cordially invited to attend.

AGENDA.

1. To consider and adopt the Annual Report for 1955-56.

2. Election of Office-bearers for the year 1956-57.

3. Amendment to Rule 3 of the Union Rules ;

Membership Fee :

Clause I. *Affiliation Fee :*

(a) District Teachers' Guilds :—

The affiliation fee of a District Teachers' Guild shall be made up as hereunder :—

(i) Subject to a minimum of Rs. 50 and a maximum of Rs. 200, an amount calculated at the rate of four annas per member on the rolls of its affiliated associations other than Taluk, Municipal or Range Elementary Teachers' Unions, as on the 30th June of the year preceding ;

(ii) A sum calculated at the rate of rupee one per 50 members on its elementary school teachers' unions (whether centre, range or taluk) ; and

(iii) A sum calculated at annas four per individual member on its rolls in the previous year.

Clauses (b) and (c) to remain the same.

4. Any other business that may be brought forward by the Executive Board.

V. ARUNAJATAI,
Secretary.

Madras-28,
1st April, 1956.

P. R. SWAMINATHAN,
Joint Secretary.

THE XLVI MADRAS STATE EDUCATIONAL CONFERENCE, CHINGLEPUT

Topics for discussion at the Sectional Conferences

I. PRIMARY AND BASIC EDUCATION SECTION :

Chairman : Sri V. S. Gopalakrishna Iyer.
Convener : Mrs. Saraswathi Srinivasan.

(1) Progressive change-over of elementary schools into basic schools.
(2) Government's White Paper on Education.

II. SECONDARY AND TECHNICAL EDUCATION SECTION :

Chairman : Sri M. Rajah Iyer.
Convener : Sri A. V. Sundaresan.

(1) Multipurpose schools.
(2) Equipment of schools with reference to laboratories and libraries.

III. UNIVERSITY EDUCATION SECTION :

Chairman : Sri A. Srinivasaraghavan.
Convener : Sri G. N. Seshadri.

(1) Extended secondary education course and its relation to the university.
(2) Pre-university classes.
(3) Three year degree course.
(4) Medium of instruction in colleges.

IV. ADMINISTRATION, ORGANISATION AND TEACHER-EDUCATION SECTION :

Chairman : Sri A. S. Johnson.
Convener . Sri C. M. Fazalur Rahman.

(1) Reorganisation of inspectorate.
(2) Managements' role in the new set-up.
(3) In-service training of teachers.

V. ELEMENTARY SCHOOL TEACHERS' CONFERENCE :

Chairman : Sri S. Natarajan.
Convener : Sri N. Venkatachalam Iyengar.

Reorganisation of Elementary Education with reference to Dr. Alagappa Chettiar Committee Report and the Government's White Paper on Education.

VI. MEETING OF HEADMASTER-DELEGATES :

Chairman : Sri T. V. Arumugam.
Convener : Sri T. N. Sundaram.

Discussion on the administrative implications of the Government's White Paper on Education.

NOTE.—Those delegates who wish to speak or to read paper on any of the above topics are requested to send a synopsis of the same to the office of the South India Teachers' Union, Raja Annamalaipuram, Madras-28, to reach the office on or before the 8th May, 1956.

LIST OF BOOKS APPROVED BY THE MADRAS TEXT-BOOK COMMITTEE

ENGLISH

DETAILED STUDY

1. Bharat English Reader I for Standard VI and Form I
2. Bharat English Reader II for Standard VII and Form II
3. Bharat English Reader III for Form III
4. Bharat English Reader IV for Form IV
5. Bharat English Reader V for Form V

NON-DETAILED STUDY

1. Story of Peter for Form II
2. The Green Bird for Form II
3. Dick Whittington for Form II
4. Stories from Grimm for Form III
5. Tales of the Wild for Form III
6. Anangapal the Just & Other Stories for Form III
7. Sindbad the Sailor for Form III
8. Enchanted Horse & Other Stories for Form IV
9. A Voyage to Lilliput for Form IV
10. Robinson Crusoe for Form IV
11. Swordsmen of the Queen for Form V
12. The Frozen South for Form V
13. Treasure Island for Form V
14. Story of Don Quixote for Higher Forms
15. David Copperfield for Higher Forms
16. Brave & the Fair for Higher Forms
17. Mr. Pickwick & His Friends for Higher Forms
18. Tales from Shakespeare for Higher Forms
19. Wonder Tales of Ancient Greece for Higher Forms

TAMIL

NON-DETAILED STUDY

1. Arivu Katturai (Literary Essays) for Forms IV & V
2. Great Men of India (Akila Inthia Perumakkal) for Forms V & VI

MATHEMATICS (Tamil)

1. Iyarkkai Ganitham (Elementary Mathematics) for Form IV
2. Iyarkkai Ganitham (General Mathematics) for Form V
3. Iyarkkai Ganitham (Composite Mathematics) for Form V
4. Iyarkkai Ganitham (General Mathematics) for Form VI
5. Iyarkkai Ganitham (Composite Mathematics) for Form VI

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The Christian Literature Society for India, Park Town, Madras.

LIST OF DELEGATES

NORTH ARCOT

Board H.S., Kalavai—

1. Sri K. S. Manavala Iyengar.
2. „ P. Ramaswami Nayako.
3. „ S. Parasurama Gounder.
4. „ T. Govindaraghavan.
5. „ T. E. Chennaswami Mudaliar.
6. „ B. D. Janakiraman.
7. „ M. Rajam Iyer.
8. „ E. R. Raghunathan.
9. „ E. R. Raghunathan.
10. „ S. Srinivasa Iyer, Township Colony, Katpady.

Concordia H.S., Ambur—

11. Sri D. Dorairaj.
12. „ D. Sundararaj.
13. „ E. Stephen.
14. „ Rev. D. Jesudasen.
15. „ B. Jacob.
16. „ V. J. J. Smiles.
17. „ G. C. Balasundaram.
18. Mrs. E. K. Dorairaj.
19. Sri P. Madhavachar.

Board H.S., Polur—

20. Sri M. A. Jaisingh.
21. „ P. R. Raghavendra Rao.
22. „ V. Sivasankaran.
23. „ T. Dasaratha Raman.
24. „ R. Sabhapathy Pillai.
25. „ A. Jayaraman.
26. „ V. Ramanathan.
27. „ M. John Kanniah.
28. „ K. G. Vediappan.
29. „ P. V. Krishnamurthi.

Board H.S., Cheyyar—

30. Sri B. Appaji Reddiar.
31. „ V. Raghavan.
32. „ R. Deivasighamani Chettiar.
33. „ T. Veeraswami Naidu.
34. „ B. Megakumaresa Nainar.

Board H.S., Kilpennathur—

35. Sri T. D. Kuppuswamy Iyengar.

Goodlet H.S., Sholinghur—

36. Sri J. John Dorairaj.
37. „ S. Y. Raj.
38. „ A. E. Kamalanathan.
39. „ A. Jayaraman.
40. „ K. S. Sampath.
41. „ M. Narasimhan.
42. „ J. Koil Pillai.
43. „ E. M. Pattabiraman.
44. „ K. Dasarathi.
45. „ M. V. Balasubramaniam.
46. Miss Lazarus.
47. Sri George John.
48. „ J. Williams.
49. „ S. Vedanandam.
50. „ P. D. Purushothaman.
51. „ B. J. Sundararaj.

Danish Mission H.S., Tiruvannamalai—

52. Sri S. Halasyam.
53. „ P. Thiagarajan.
54. „ Syed Ruffiuddin Ahmed.
55. „ J. Soundararajan.
56. „ K. Balarama Chetty.
57. „ G. Jeyaraman.
58. „ T. Sethuraman.
59. „ D. George Arthur.
60. „ Wilson Dhanaraj.
61. „ V. P. Vrishabadas Jain.
62. „ J. Balasundaram.
63. „ S. Arunachalam.
64. „ W. Devasirvatham.
65. „ A. R. Isaacs.
66. „ M. K. Doraiswamy.
67. „ V. E. Graham.
68. „ S. G. Arumanayagam.

Islamia H.S., Melvisharam—

69. Sri V. Subburathnam Iyer.
70 „ Abdur Rahim Sahib.
71. „ V. N. Subramania Iyer.
72. „ K. Nagaraja Iyer.
73. „ N. Md. Ibrahim Sahib.
74. „ Md. Abdulla Basha Sahib.
75. „ K. S. Nageswara Iyer.
76. „ P. Abdur Rahman Sahib.
77. „ A. Md. Ismail Sahib.

Voorhees H.S., Vellore—

78. Sri R. Samuel.
79. „ P. V. Srinivasaraghavan.
80. „ K. V. Subramania Iyer.
81. „ D. Selvanayagam.
82. „ L. Y. Dhas.
83. „ A. E. C. Vyramuthu.
84. „ M. Marghabandhu Iyer.
85. „ C. A. Samuel.

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87. „ V. Srinivasan.
88. „ V. Muniswami.
89. „ T. R. Veeraraghavan.
90. „ S. Tirunavukkarasu.

Board H.S., Kannamangalam—

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92. „ N. Ramanatha Iyer.
93. „ V. S. Narasimhachari.
94. „ K. S. Palani Pillai.
95. „ S. R. Karthikeyan.

Hindu H.S., Ambur—

96. Sri K. Rajagopala Iyer.
97. „ K. V. Krishnamachari.
98. „ M. S. Subramania Iyer.
99. „ R. Parthasarathy Iyengar.
100. „ M. P. Kuppuswami.
101. „ M. Munirathinam.
102. „ R. Sethuramana.
103. „ V. M. Krishnaswami.
104. „ M. Rajavelu.
105. „ A. Kanakaraj.
106. „ V. Thirumalachari.
107. „ B. Sankaraiah Naidu.
108. „ M. N. Subramaniam.

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109. Sri A. Sathianarayanan.
110. „ Ben. Gnanasunder.

Islamiah H.S., Pernambat—

111. Janab C. M. Fazalur Rahman.
112. Sri B. R. Ebanezer.
113. „ A. R. Chandrasekharan.

SOUTH ARCOT.

Arumuga Navalar H.S., Chidambaram

114. Sri R. Pichu Iyer.
115. „ S. Rajaraman.
116. „ R. Natanasigamani.
117. Sri D. Thangasabarathna Dikshithar.
118. „ P. A. Krishnaswamy.

CHINGLEPUT.

Pachiappas H.S., Kancheepuram—

119. Sri A. M. Kanniappa Mudaliar.
120. „ V. V. Duraiswamy Iyer.
121. „ V. P. Gopalakrishna Iyer.
122. „ K. Vajravelu Mudaliar.
123. „ A. Ramachandra Gupta.
124. „ G. N. Yegnaswamy.
125. „ C. Pakkiriswamy.
126. „ S. Mariappa Nayagar.
127. „ R. Padmanabhan.
128. „ N. L. Mirajkar.
129. „ L. Srinivasaraghavan.
130. „ N. Ganesan.
131. „ C. Kesavan.
132. „ P. G. Parthasarathy Iyengar.
133. „ A. Rathnasabhapathi Chettiar.
134. „ V. S. Ramanujachariar.
135. „ V. N. Kuppuramaswamy.
136. „ G. Seshadri Iyengar.
137. „ K. Thangavelu.
138. „ V. Thirugnanasambanda Mudaliar.
139. „ S. Arunaivadivelu Mudaliar.
140. „ G. Sambanda Mudaliar.
141. „ K. A. Margabandhu.
142. „ T. M. C. Narayana Namboodripad.
143. „ T. B. S. Gopalachariar.
144. „ C. Ramaswamy.
145. „ A. M. Sundararajan.
146. „ T. Appavu Jain.
147. „ C. A. Dayanandam.
148. „ T. S. A. Pushpanathan.

Corley H.S., Tambaram—

149. Sri S. Kanakaraj Elias.
150. „ C. William.
151. „ S. Gururaj.
152. „ M. Ramachandran.
153. „ E. A. Thomas.
154. „ R. S. Iyalu.
155. „ A. V. Subbarao.
156. „ M. P. Sathiadoss.
157. Miss A. H. J. Samuel.
158. Sri P. Arumainayagam.
159. „ H. S. Shamshudeen Khan.

160. Sri R. Gopalan.
161. „ Jac Joseph.
162. „ K. N. Venkataraghavan.
163. „ A. Manickam.
164. Mrs. S. Gururaj.
165. „ Annie Devanesan.
166. Sri D. T. Dorairaj.
167. „ E. T. N. Pushparaj.
168. „ V. C. Thangavelan.
169. „ C. T. Sivagnanam.
170. „ S. Arunagiri.
171. „ K. N. Devanathan.
172. „ K. V. Raghavan.
173. „ A. Raja.
174. „ D. Christian.
175. „ A. V. Daniel.
176. „ A. Joseph.
177. „ L. R. Washington.

C.C.C. High School, Trivellore—

178. Sri N. Appalaraju.
179. „ N. Krishnamachari.
180. „ S. V. Krishnamachari.
181. „ S. John Yesurathnam.
182. „ S. Varadarajan.
183. „ L. Cunniah Chetty.
184. „ V. K. Singaram Pillai.
185. „ M. R. Vilvanathan.
186. „ V. Lakshminarayaniah.
187. „ N. Thangaraj Devadoss.
188. „ K. Ramakrishnan.
189. „ N. Ramasubbiah.
190. „ E. Damodaram Naidu.
191. „ V. Parthasarathy.
192. „ K. Karunaianandam.
193. „ M. Dandayuthapani.

S.S.K.V. Girls' H.S., Kancheepuram—

194. Smt. R. Yasodha Bai.
195. Sri P. N. Ramachandran.
196. „ A. T. Ramanujachari.
197. Smt. S. Savithri.
198. „ T. A. Thilakavathy.
199. „ Maryakulandai.
200. „ S. Krishnammal.
201. „ K. Krishnaveni.
202. „ M. Vedavathy.
203. „ M. S. Sarojini.
204. „ P. Sundari.
205. „ K. Kamala.
206. „ S. Sakunthala.
207. „ K. C. Kuppammal.
208. „ N. Rajambal.

Anderson H.S., Kancheepuram—

209. Sri Edward Samuel.
210. „ John Wilson.
211. „ Devarajalu Naidu.
212. „ G. Venkatasubbiah.
213. „ T. Solomon.
214. „ Raja Solomon.

Goudie H.S., Trivellore—

215. Sri D. J. Arulanandam.
216. „ S. Ramaswami Sastri.
217. „ G. J. Balasundaram.
218. „ P. R. Ramaswamy.
219. „ T. A. Vijayaraghavan.
220. „ D. Govindarajan.
221. „ P. Wesley Brown.
222. „ V. Rajarathnam.
223. „ John Asirvatham.
224. Miss T. Jayalakshmi.
225. Sri A. T Doraiswamy Iyengar.

Municipal H.S., Kancheepuram (Big)—

226. Sri M. R. Srinivasaraghavan.
227. „ R. Natarajan.
228. „ M. K. Thirunavukkarasu.
229. „ S. Soundararajan.
230. Smt. P. Krishnaveni Ammal.
231. Sri G. Subramanian.

Municipal H.S., L. Kancheepuram—

232. Sri K. K. Subramania Iyer.
233. „ M. Seshadri.
234. „ T. Punitha Mudaliar.
235. „ D. Kandaswami.
236. „ N. Srinivasachari.
237. „ K. K. Lakshminarayanan.

Singaram Pillai H.S., Villivakkam—

238. Sri K. M. Arunachalam.
239. „ M. Balasubramanian.
240. „ R. Kalyanaraman.
241. Miss M. Kamalam.

D.R. Secondary S., Kancheepuram—

242. Sri C. Narasimhachariar.
243. „ R. Thandavarayan.
244. „ M. Seshadri.

St. Columbas High School, Chingleput—

245. Sri A. S. Johnson.
246. „ J. Edward Paul.
247. „ Simpson Rajarathnam.
248. „ Samuel Clarence.
249. „ P. T. Parthasarathy.
250. „ S. Devasahayam.

251. Sri Thiraviyaraj Francis.
252. „ G. M. Gnanapragasam.
253. „ P. C. Manickaraj.
254. „ E. Abishekam Isaac.
255. „ R. Messiah Doss.
256. „ G. Samuel.
257. „ J. G. Samuel.
258. „ K. P. Devadoss.
259. „ Francis Lazarus.
260. „ C. S. Sivagnanam.
261. „ O. M. A. Thyagarajan.
262. „ R. Pattabhiraman.
263. „ S. Subramania Iyah.
264. „ M. George Ponniah.
265. „ Samuel Masilamony.
266. „ S. Samson.

COIMBATORE.

Board Higher Ely. School, Somandurai—

267. Sri C. R. Subramaniam.

Mahajana H.S., Mettupalayam—

268. Sri M. Doraiswami.
269. „ R. Govindan.
270. „ S. Krishnamurthy.

Municipal H.S., Dharapuram—

271. Sri V. Jayaraman.
272. „ N. Seshan.
273. „ K. S. Balasubramanian.
274. „ H. V. Ananda Padmanabhan

D. J. H.S., Gobichettipalayam—

275. Sri G. R. Meenakshisundaram.
276. „ G. V. Sarangapani.
277. „ G. A. Veeriah.
278. „ S. Amalraj.
279. „ M. Krishnaswamy.
280. „ V. R. Kuppuswamy.
281. „ O. K. Nallaswamy.

Sarvajana H.S., Peelamedu—

282. Sri S. Venkataramanan.
283. „ B. Ganapatisubramaniam.
284. „ A. M. Kuppusamy.
285. „ V. Srinivasan.
286. „ A. William.
287. „ T. Kasturirangasamy.
288. „ S. K. Krishna Iyengar.

Sri Venkatakrishna H.S., Kaniyur—

289. Sri V. Jayaram Iyer.
290. „ K. A. Chandrasekharan.
291. „ K. A. Subramaniam.
292. „ V. C. Srinivasaraghavan.

SOUTH KANARA.

Canara H.S., Urva, Mangalore-3—

293. Sri U. Keshav Rao.
294. „ M. B. Anantha Bhat.
295. „ M. Sarvothama Kamath.
296. „ N. Narayana Kudva.
297. Smt. U. Leela.
298. Sri B. Anantha Baliga.
299. Smt. M. Lalitha.

MADURA

Sourashtra Secondary School, Madurai

300. Sri R. Ramasubbu.
301. „ A. Sankara Iyer.
302. „ B. N. Sundaram.
303. „ O. K. Ramanandachary.
304. „ M. P. Lakshmanamurthy.
305. „ K. S. Radhakrishnan.

C. P. Union H. S., Cumbum—

306. Sri V. T. Ramaswamy.
307. „ S. Sethuram.
308. „ A. Vasumalai Perumal, Kalaimagal Vidyasala, Rayapalayam, Tirumangalam P.O.

Sethupathi H. S., Madurai—

309. Sri S. Krishna Iyengar.
310. „ S. Kuppuswamy Iyer.
311. „ M. S. Rangaswamy.
312. „ R. Rama Rao.
313. „ R. Srinivasan.
314. „ V. Pushpavanam.
315. „ S. M. Sundaram.
316. „ K. S. Krishnan.

P. K. N. High S., Tirumangalam—

317. Sri M. Arunachalam.
318. „ P. Muthamperumal.
319. „ A. Raju.
320. „ V. Kottaiswamy.
321. „ N. Solaimuthu.
322. „ A. Packianathan.

V. M. Board High & Ely. School, Bodinayakanur—

323. Sri T. R. Perumal.
324. „ G. Pothanan.
325. „ M. S. Srirangarajan.
326. „ L. Ananthapadmanabhan.
327. „ T. P. Subramania Iyer.
328. „ P. V. Venkataraman.

Annakulimandapam Branch School, Madurai—

329. Sri K. Rajagopala Iyer.

St. Mary's H. S., Madurai—

330. Sri R. Savarimuthu.
331. „ S. Mariapitchai.

Devangar H. S., Chinnalapatty—

332 ..
333. ..

V. M. H. S., Periyakulam—

334. Sri I. Rajaram Pandian.
335. „ P. S. Subramanian.
336. „ R. Ramaswamy Iyer.

Madura College H.S., Madurai—

337. Sri M. R. Srinivasan.
338. „ G. Govinda Iyer.
339. „ P. V. Ramaswami Iyengar.

Board H.S., Peraiyur—

340 Sri K. Veeraraghavan.
341. „ G. Venkatasubbiah.

Board H.S., Melur—

342. Sri M. Ganesan.

SOUTH MALABAR

Rajah's H.S., Kollengode—

343. Sri P. R. Subramania Iyer.
344. „ A. Achyuthan Nair.

M.N.K.M. H.S., Chittalancheri—

345. Sri E. H. Parameswaran.
346. „ S. Varadarajan.
347. „ H. Sankaranarayanan.
348. „ T. Krishnankutty Nair.
349. „ M. S. Kailasam.
350. „ A. Velayudha Menon.
351. „ C. G. Narayanan Embrandri.
352. „ M. V. Neelakanta Iyer.
353. „ C. Bala Menon.
354. Smt. R. Lokambal.
355. Sri E. N. Subramaniam, Elappully, Palghat.

CENTRAL MALABAR

Nanminda H.S., Nanminda—

356. Sri T. Madhavan Nair.
357. Sri A. K. Appu, Nanminda H.S., Kakkur P.O., Kozhikode-5.
358. „ T. K. Venkiteswaran, High School, Kunnamangalam.
359. „ T. P. Nedungadi, Ganapat H.S., Kozhikode-2.
360. „ K. Sekharan, Ganapat H.S., Kozhikode-2.

RAMANATHAPURAM

Board H.S., Kamuthi—

361. Sri P. Govinda Rao.

Rajah's H.S., Ramnad—

362. Sri M. Raja Iyer.
363. „ K. Venkatasubramania Iyer.
364. „ S. Seetharam.

N.S.M.V.P.S. H.S., Devakottai—

365. Sri M. J. Rengaswamy.
366. „ S. S. Narayanaswamy.

O.V.C. High School, Manamadura—

367. Sri N. S. Ramachandran.
368. „ C. Balasubramanian.
369. „ S. Rengaswamy.
370. „ P. Subramania Iyer.
371. „ D. Venkatagiriraja Iyengar.
372. „ D. P. Subramanian.
373. „ K. Ramaswamy.
374. „ S. Lakshminarasimhan.
375. „ Sanjeevi Rama Sarma.

Ilayangudi H.S., Ilayangudi—

376. Sri A. Athisayam.
377. „ S. Thomas.
378. „ D. H. Mayo.
379. „ M. P. M. Jalaludeen.
380. „ S. V. Narasimhachariar.
381. „ D. Peter Soundararaj.
382. „ N. Abdul Rahiman.
383. „ S. A. Senapathy.
384. „ M. V. Ganesan.
385. „ K. M. Venkataraman.
386. „ D. Velu.
387. „ A. S. Jayakaran.
388. „ A. Mariasusai.
389. „ G. Dawood Khan.
390. „ A. Anthonimuthu.
391. „ S. Shaik Dawood.
392. „ V. M. A. Bahrudeen.
393. „ Chinnaveeran.

K. V. Sala H.S., Virudunagar—

394. Sri K. V. Narayanan.
395. „ C. Arumuga Nadar.
396. „ A. Moses.
397. „ S. P. Pandian.
398. „ A. S. Dharmaraj.
399. „ A. S. Devaraj.
400. „ R. Gopalakrishna Iyer.
401. „ K. Ramaswamy.
402. „ S. Narayanaperumal Nadar.
403. „ E. V. Mariappan.
404. „ S. Rajagopala Iyer.
405. „ S. Sivasankaranarayana Iyer.
406. „ M. Muthukaruppan Pillai.
407. „ S. Jesudasan.
408. „ S. R. Krishnaswamy Naidu.

S.M.S.V. H.S., Karaikudi—

409. Sri V. Aravamudu Iyengar.
410. „ T. S. Rajagopala Iyer.
411. „ R. Sundararaja Iyengar.
412. „ K. S. Meenakshisundaram.
413. „ V. Ganapathy.
414. „ P. Subramania Iyer.
415. „ T. Srinivasa Iyengar.
416. „ R. Nataraja Pillai.
417. „ K. S. Radhakrishna Iyer.
418. „ K. Narayanaswami Iyer.
419. „ A. Ramaswamy Iyer.
420. „ T. Ramanatha Iyer.
421. „ V. N. Krishnamachari.
422. „ V. Peter Samuel.
423. „ R. Kannan.

Municipal H.S., Karaikudi—

424. Sri A. Kumaravel.
425. „ B. Jagadrakshakan.

S.B.K. H.S., Aruppukottai—

426. Sri T. Ponnuswamy Iyengar.
427. „ A. Deivasigamany.

Hindu H.S., Watrap—

428. ..
429. ..

C.M.S. H.S., Srivilliputtur—

430. Sri S. T. Samuel.
431. „ Samuel Timothy.

A.C. High S., Pallathur—

432. Sri S. Swaminathan.
433. „ K. R. Srinivasan.
434. Sri S. Muthukrishna Sarma.
435. „ P. Rathnaswamy.
436. „ R. Raghava Iyer.
437. „ G. Srinivasan.

K. Murugappa H.S., Kallal—

438. Sri S. Dharmarajan.

Municipal Ely. Teachers' Union, Karaikudi—

439. Sri Parameswaran.
440. „ P. Rajayya.

P.A.C.M. High S., Rajapalayam—

441. Sri T. S. Sankaran.
442. „ V. Vaidyanathan.
443. „ K. Padmanabhan.
444. „ S. K. Srinivasa Iyengar.

Dr. A.C. Training College, Karaikudi—

445. Sri P. Doraikannu Mudaliar.
446. „ P. V. Srinivasan.

SALEM.

447. Sri K. S. Chengalroya Iyer, 5/6, Pillayarkoil Street, Kaveripatnam.

Board H.S., Mallasamudram—

448. Sri M. K. Margabandhu.
449. „ M. K. Krishnamurthi.
450. „ K. Pandarinathan.
451. „ K. L. Kanakasabapathy.

Municipal H.S., Salem—

452. Sri V. Venkataraman.
453. „ S. Deenadayalan.
454. „ R. Narasingam.
455. „ A. Aiyaswami.

Sengunathar Mahajana H.S., Gurusamipalayam—

456. Sri M. K. Ramamurthi.
457. „ P. S. Balasubramaniam.
458. „ R. Kathamuthu.
459. „ N. Sellappan.
460. „ P. Natesan.
461. „ T. K. Amirthalingam.
462. „ S. V. Venkatraman.
463. „ G. Vasudevan.
464. „ P. Sengottian.

Little Flower H.S., Salem—

465. Sri D. Palanivelu.
466. „ O. V. Rajagopala Iyer.

467. Sri R. Vaidyanathan.
468. „ S. N. Varadarajan.
469. „ K. S. Ramalingam.
470. „ V. Govindarajan.

TANJORE.

471. Sri S. S. Avadhaniyar, 449, East Main St., Tanjore.

Sir S. Iyer H.S., Tirukattupalli—

472. Sri O. R. Muthuswamy.
473. „ A. Suryanarayana Sastri.
474. „ C. Ramaswamy.
475. „ C. Ganesan.

Municipal H.S., Mayuram—

476. Sri S. Seshagiri Iyer.
477. „ S. Narayanaswami Iyer.
478. „ R. Mahadeva Iyer.
479. „ P. Rajagopala Iyer.

Banadurai H.S., Kumbakonam—

480. Sri A. Rajagopala Iyengar.
481. „ R. Sethuraman.
482. „ R. Narasimhalu.
483. „ M. Swaminath.

Ely. School T.A., Solapandi, Mannargudi—

484. Sri N. S. Venkateswaran.

Findlay H.S., Mannargudi—

485. Sri P. Viswanatha Iyer.
486. „ T. Subramania Iyer.
487. „ M. G. Samuel.
488. „ W. D. Muthiah.
489. „ G. Dorairaj.
490. „ N. P. P. Appavoo.
491. „ A. Gurumanickam.
492. „ T. Chelliah.
493. „ S. Narasimharaghavan.
494. „ J. Amaladason.

Kalyanasundaram H.S., Tanjore—

495. Sri S. Srinivasan.

TIRUNELVELI.

Caldwell H.S., Tuticorin—

496. Sri M. S. Ratnam.
497. „ S. Ramasubba Iyer.
498. „ P. Swarnapandian.
499. „ K. Johnraj Nayagam.
500. Sri G. George.
501. „ S. G. Davidson.
502. „ M. Kumaradurai.
503. „ M. Jebaraj.
504. „ V. David.
505. „ P. George Ratnaswamy.
506. „ V. Samuel Jayaraj.
507. „ K. Dharmaraj Joseph.
508. „ S. D. Christopher.
509. „ P. T. Koil Pillai.
510. „ I. Devasirvatham.
511. „ G. Thiraviyam.
512. „ N. John Ebanezer.
513. „ G. Chelliah.
514. „ S. Jothimani.
515. „ S. Swamidoss.
516. „ Ananda Patmadas.
517. „ K. C. V. Rajan.
518. „ G. Arumainayagam.

K.S. Boys' H.S., Srivaikuntam—

519. Sri S. N. Adinathan.
520. „ S. V. Purushothaman.
521. „ P. Somasundaram.
522. „ K. Venkatakrishnan.
523. „ D. S. Pakshirajan.
524. „ L. Sitaraman.
525. „ A. S. Seshan.
526. „ S. L. Devarpiran.
527. „ M. Syed Aliar.
528. „ P. Sundararaman.
529. „ T. Shanmugasundaram.
530. „ V. S. Kolandaiveluswami.
531. „ V. Sankaranarayanan.
532. „ S. V. Vaidyanathan.
533. „ T. S. Kuzhaikathan.
534. „ A. K. Krishnan.

Rajah's H.S., Ettaiyapuram—

535. Sri N. Vasudevan.
536. „ V. Kuppusamiyer.

Thirthapathi H.S., Ambasamudram—

537. Sri A. Kanthimathinathan.
538. „ M. S. Renganathan.
539. „ H. Visweswaran.
540. „ H. Thyagarajan.
541. „ K. S. Narayanan.
542. „ V. Venkateswaran.
543. „ S. Subramaniam.
544. „ S. Lakshmikantham.
545. „ M. A. Somasundaram
546. „ V. Kunchithapadam.

547. Sri N. Viswamitra.
548. „ K. R. Krishnan.
549. „ B. Nainar.

Pope Memorial H.S., Sawyerpuram—

550. Sri G. Sam Victor.
551. „ Y. D. Ephraim.
552. „ G. S. Pandian.
553. „ Peter Chelliah.
554. „ Edwin Samuel.
555. „ Y. Dharmaraj.
556. „ K. G. J. Vedanayagam.
557. „ D. H. Thomas.
558. „ D. N. Dorairaj.
559. „ N. John Samuel.
560. „ J. Samuel Thangiah.
561. „ C. Devasirvatham.
562. „ J. Paul Masilamani.
563. „ V. M. Iyer.
564. „ S. Doraiswami.
565. „ A. Devadason.
566. „ T. Vincent Abraham.
567. „ I. D. Prince.
568. „ S. B. Rajan.
569. „ A. Koil Pillai.

Committee Higher Ely. School, Cheranmahadevi—

570. Sri S. R. Narayana Rao.

Thiru Arul H.S., Kulasekharapatnam—

571. Sri Virasivasubramaniam.
572. „ S. Rajagopalan.
573. „ M. Koilraj John.
574. „ J. Ramaswamy Iyer.

St. John's H.S., Palamcottah—

575. Sri S. N. Devadas.
576. „ Victor Anbudaiyan.
577. „ Y. S. Jeyaraj.
578. „ D. S. B. William.
579. „ D. G. Noel.
580. „ Asir Ratnadas.
581. „ S. J. Albert.
582. „ A. Thanka Nadar.
583. „ Sanford Arulvaram.
584. „ Ponnuswamy.
585. „ Paul Aiyadurai.

Margoschis H.S., Nazareth—

586. Sri P. Joseph Ebenezer.
587. „ M. Dharmaraj Thomas.
588. „ S. Koil Pillai.
589. „ J. Israel.

Schaffter H.S., Tirunelveli—

590. Sri D. Chelliah.
591. „ J. Arthur Asirvatham.
592. „ J. M. Loganathan.
593. „ P. S. Mahadevan.
594. „ N. A. Maharaj.
595. „ Samuel Joseph.
596. „ Iyadurai Stephen.
597. „ T. Jesumani.
598. „ S. Ahimaz.
599. „ S. Sankaranarayanan.
600. „ S. Arumugam.
601. „ L. V. Sundararaman.
602. „ S. Thirumalaiyappan.
603. „ T. P. Chither Ranjan.
604. „ P. Jeyaraj Christopher.
605. „ G. Devasigamani.
606. „ P. Jesudasen.
607. „ R. Rajamani.
608. „ S. Edwin Selvaraj.
609. „ A. Samuel.
610. „ T. S. Raghavan.
611. „ S. Ganesan.
612. „ S. Frederick Williams.
613. „ S. S. Chelliah.
614. „ S. John Devasahayam.
615. „ A. John Jesubatham.
616. „ Johnson Gnanakkan.
617. „ M. P. Theagarajan.

St. Xavier's H.S., Palamcottah—

618. Sri A. S. Arulappan.
619. „ S. Arulsami.
620. „ K. Lokachary.
621. „ Nallasivan.
622 ..
623. „ N. Krishnier.
624. „ Joseph.
625. „ Subramania Iyer.
626. „ V. Kuppu Srinivasa Iyengar.
627. „ P. Krishnier.
628. „ H. Ramanujam.
629. „ Maria Dass.
630. „ S. Arulappan.
631. „ N. Muthian.
632. „ S. Ramanathan.
633. „ S. Vaideeswaran.

Chattram H.S., Kadayam—

634. Smt. S. Kanthimathi.
635. „ A. Rajamani.

P.M. Higher Ely. School, Kulasekarapatnam—

636. Sri N. Venkatachalam.

High School, Gopalasamudram—

637. Sri G. N. Viswanatha Iyer.
638. „ P. A. Subramanian.
639. „ P. S. Sundararaman.
640. „ S. R. Natesa Iyer.
641. „ P. A. Chellam Iyer.
642. „ R. Ponnambalam.

M.D.T. Hindu College H.S., Tinnevelly—

643. Sri T. Veerabahu.
644. „ M. Natarajan.
645. „ R. E. Gopalakrishnan.
646. „ C. V. Jeerswamy.
647. „ N. Pakkiam.
648. „ S. N. Thaiyalbagham.
649. „ S. Venugopal.
650. „ P. R. Mahadevan.
651. „ S. Krishna Sastri.
652. „ T. V. Arumugham.

W.T. High School, Nallur—

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Tilak Vidyalaya, Kallidaikurichi—

667. Sri M. S. Venkatachariar.
668. „ S. Krishnamurthi Iyer.
669. „ S. Ramasomayaji.
670. „ M. S. Subramania Iyer.
671. „ K. H. Sethuraman.

Ramaseshier H.S., Pattamadai—

672. Sri P. N. Kasthurirangan.
673. „ K. G. Ramaswamy Iyengar.
674. „ G. N. Ramaswamy Iyer.
675. „ P. A. Krishna Iyer.
676. „ C. Kesava Iyer.
677. „ L. Subbier.

TIRUCHIRAPALLI.

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679. Sri K. Pichumani.
680. „ V. Rajagopal.

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682. „ S. Ramamurthi.
683. „ K. Vasudevan.
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687. „ D. S. Rengachariar.
688. „ R. Swaminathan.
689. „ R. Srinivasan.
690. „ A. Kuppuswamy Iyer.
691. „ M. Sundaram Iyer.
692. „ N. Krishnamurthi Iyer.
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694. „ P. K. Annamalai Pillai.
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703. „ A. V. Sethurathnam.
704. „ A. Rajagopalan.
705. „ S. Seshan.
706. „ M. P. Sundararajan.
707. „ L. N. Rangaswamy.
708. „ T. A. Ramaswami Pillai.
709. „ K. S. Rangaswamy.
710. „ M. N. Lakshmanan.
711. „ R. Krishnaswamy.
712. „ G. Varadarajan.
713. „ K. V. Sethuraman.
714. „ M. N. Ramachandran.
715. „ R. Subramanian.
716. „ N. Ramasubramanian.
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719. „ T. Panchaksharam.

High School for Boys, Srirangam—

720. Sri K. Parthasarathy Iyengar.
721. „ K. N. Rangaswamy Iyer.

722. Sri K. S. Srinivasa Iyer.
723. „ N. R. Narasimhan.
724. „ S. Viswanathan.
725. „ T. S. Thirumalai.
726. „ S. Krishnamurthi.
727. „ V. Venkatraman.
728. „ T. S. Subramanian.
729. „ A. J. Ramaswamy.
730. „ N. Balasubramanian.
731. „ S. K. Rengarajan.
732. „ S. Srinivasan.
733. „ S. K. Vasudevan.
734. „ M. P. Jagannath.
735. „ S. Sankaran.
736. „ R. Krishnaswamy.
737. „ K. Kasturirangan.
738. „ N. Lakshminarasimhan.
739. „ R. Bhashyam.

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741. „ C. Srinivasaraghavan.
742. „ P. T. Sivasubramania Rao.
743. „ K. G. Venkatakrishnan.

Nehru H.S., Puthanampatti—

744. Sri S. Somasundaram.
745. „ S. Durairaj.
746. „ G. Krishnamurthi, M.L.C., 'Guhalaya', Srinivasanagar, Tiruvanaikoil, Trichy.
747. „ B. Ardhanareswaran, St. Johns Vestry School, Cantonment, Trichy.
748. „ K. N. Pasupathi, Extension, Kurnool.

Hindu H.S., Madurantakam—

749. Sri K. S. Rajarama Iyer.
750. „ R. V. Achar.

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751. Sri S. Natarajan, 33/35, Ferozsha Road, New Delhi.
752. „ C. Ranganatha Aiyengar, 39, Fourth Main Road, Gandhinagar, Madras-20.
753. „ T. Veeraswami, 1, Ekambarachetti St., Madras-21.
754. „ T. C. Parthasarathy, 16, Alangatha Pillai St., Triplicane, Madras-5.

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755. Rev. D. Thambusami.
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758. „ D. David Sahayam.
759. „ G. C. Lional.
760. „ B. Venkataramanayya.
761. „ J. D. Muthiah.
762. „ T. G. Devaji Pillai.
763. „ M. Devasigamani.
764. „ K. N. Doraiswami.
765. „ P. S. Ahobilam.
766. „ C. Narahari Rao.
767. „ S. Kalyanaraman.
768. „ V. Robert.
769. „ D. B. Victor.
770. „ H. S. Ananthapadmanabha Sastri.
771. „ A. C. Frederick.
772. „ S. Krishnaswami.
773. „ S. Venkatesan.
774. „ T. N. Venugopal.
775. „ P. A. Dawson.
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781. „ V. N. Raghavachari.
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783. „ K. Venkatasubbiah.
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788. „ S. Pichumani.
789. „ R. Krishnamurthi.
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796. „ K. A. Manavalan.
797. „ S. Krishnamurthi.
798. „ P. Sridharan.
799. „ T. A. Narasimhachariar.
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802. „ K. Venkatasubba Rao.
803. „ A. B. Gundachar.
804. „ V. Varadachariar.

805. Sri P. S. Krishna Rao.
806. „ A. Vedesa Rao.
807. „ S. R. Kothandarama Iyengar.
808. „ C. S. Narayana Rao.
809. „ K. V. S. Sarma.
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811. „ J. Balasubramaniam.
812. „ D. V. Srinivasa Iyengar.
813. „ T. V. Subramania Iyer.
814. „ M. C. Krishnaswami Iyengar.
815. „ T. S. Varadachari.
816. „ C. Krishnaswami Rao.
817. „ K. Veerabhadra Naidu.
818. „ L. N. Raghavan.
819. „ P. Sridharan.
820. „ V. G. Rangachari.
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822. „ S. Mahadevan.
823. „ S. Ramaswami Iyer.
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878. „ T. Krishnamachari.
879. „ V. Ramachandran.
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Wesley H.S., Royapettah, Madras-14—

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928. „ G. Loganathan.
929. „ C. Srinivasavaradan.
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931. „ V. Narasimhan.
932. „ P. B. Krishnaswami.
933. „ A. S. Prakasa.
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935. Sri M. Devasahayam.
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938. „ S. Seshadri.
939. „ G. N. Dorairaj.
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975. Sri K. S. Veeraswami Iyer.

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1022. „ Prof. R. Krishnamurthi, Principal, Pachiyappas College, Chetput, Madras-10.
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1025. Sri D. Seshadri.
1026. „ C. Rathnaswamy.

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1027. Sri K. M. Sundaram.

Ely. Teachers' Association, Nagapattinam, Tanjore—

1028. Sri G. Jayanathan.

Town H.S., Arni, North Arcot—

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1042—1048.

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1050. Mrs. S. Gowri.

EDITORIAL

Another Forward Step

The Government's decision to award full fee concession to children of police constables, elementary school teachers employed in all recognised elementary schools and class IV employees, etc. of Government offices is another step in the right direction in making education free to the low income groups. It has besides the advantage of helping this category of employees whose work in the field of social service is of utmost importance rendered under difficult circumstances without any adequate remuneration. Increase in salaries of this class of employees is at present a difficult problem in the country's economy, but this facility gives them the necessary assistance without upsetting the balance. We congratulate the Government on their wise and far-sighted policy and generous gesture of recognition of the role of these employees. Teachers in elementary schools have particularly to be grateful to the Government of Madras for the act of justice and kindness. The Working Committee at its meeting held on 4th March 1956, passed a resolution thanking the Government for this help to teachers in elementary schools.

The Managers' Conference

The Conference of managements of secondary schools of the Madras State is a historic event. Several attempts in the past to get the managers to meet to consider urgent problems connected with the development of secondary education have been sporadic, though they served a useful purpose. Such conferences were generally convened at the instance of the South India Teachers' Union. Now we have an organization duly registered and we trust this conference is a happy augury of concerted effort on the part of those who have come forward to serve the cause of education. We are glad to find that the Hon'ble Minister for Education in his inaugural address expressed appreciation of the services of private managing bodies,

particularly their efforts in making their schools model schools. His statement that in the field of secondary education private effort will be given all encouragement must be welcomed. Even if the Government desired to take over secondary education, he said, it would not be within the next ten years. The White Paper which gives a clear picture of the magnitude of the educational problems reveals that for many years to come Government will find it difficult to provide free universal elementary education for all children up to the age of 14. In these circumstances we wonder why the Minister said that even if the Government wanted to take over secondary education, it would not be within ten years. It is evident that in the realm of secondary education Government have to place increasing reliance on private effort, if they are to cope with the demands and the needs of the country.

In the great venture of reorganisation of secondary education, the State by itself will be unable to bear the whole burden. Private effort has to be stimulated even to a greater extent than now, and it will be the duty of Government to give them all possible assistance and encouragement in the task they have undertaken. As was pointed out by the President of the Association, busy lawyers, doctors, businessmen, philanthropists, and leaders of society are all conferring and giving their spare time and spare cash for the establishment and maintenance of their schools. They meet a great part of the capital expenditure and the annual recurring expenditure. They are thus a body of responsible persons engaged in a national cause and deserve respect and generous assistance. Their legitimate demand that Government audit should be limited to a scrutiny of expenditure and not interfere in the exercise of their discretion in providing such amenities as pension and gratuity to their employees and increasing other expenditure for improving the amenities in the schools should be considered by Government.

The resolutions passed by the conference show a great sense of responsibility and a keen desire to render good service. We are glad to note that the Director of Public Instruction and the Minister for Education have both promised careful examination of their requests and necessary action to ensure the efficient working of the schools.

The Teachers' Constituency

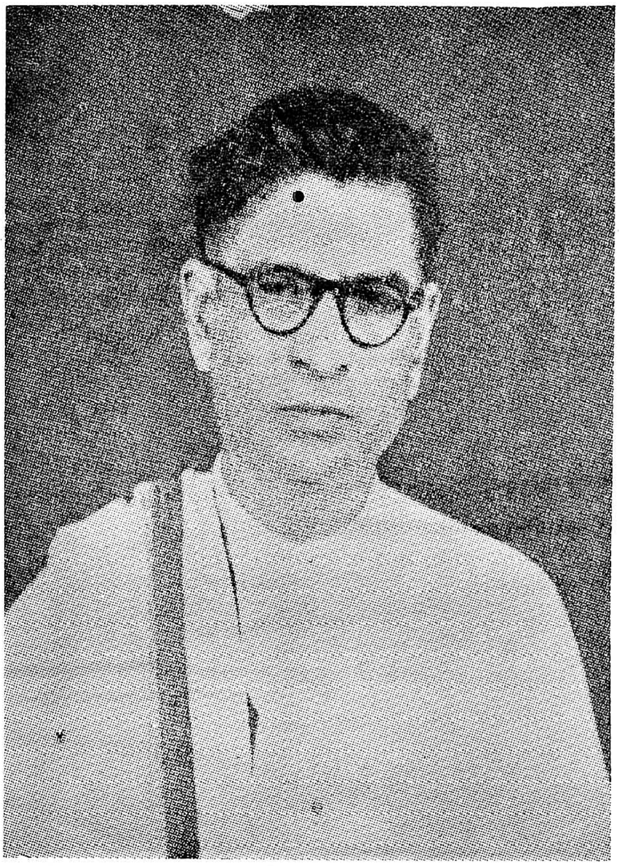
By the untimely and sudden demise of our beloved E. H. Parameswaran, a vacancy has arisen in the Legislative Council. We are glad to find that Sri T. P. Srinivasavaradan, the President of the S.I.T.U., has acceded to the requests of our numerous fellow-workers to stand for election. We understand that the Working Committee of the Union has unanimously accorded him permission. We appeal to all teachers to help to make his election unanimous and unopposed. The South India Teachers' Union is the largest Teachers' Organisation in the State having on its rolls more than 70% of eligible members. It has established a fine record of balanced and sane thinking on educational problems and constructive work. The President of the Union in the Legislative Council will be able to present the case of education on behalf of the organised profession and thus secure the atten-

tion of the Legislature and the Government to the problems of education and the cause of the teacher. We are happy to note that he has decided to stand for election and that teachers all over the State have expressed their willing and ready support. We wish him all success.

Managements and Staff

At the conference of the State Aided Managements' Association held recently, it was grtifying to note that both the Minister for Education and Sri K. Sanjeevi Naidu, President of the Association, stressed the need for giving security of tenure to teachers. The former inaugurating the conference devoted a greater part of his speech to the necessity of maintaining harmonious relationship between the teachers and the managements. He deprecated in strong terms the attempts of managements in interfering with the internal administration of schools. The headmaster must have a free hand in the matter of admissions and promotions.

The President of the Conference has rightly said that the headmaster holds the key position and he should be held in respect and his advice should be sought after. Where the headmaster is slighted or his services terminated on flimsy grounds, the atmosphere of that institution will not be conducive either to the maintenance of discipline or to the efficiency of the institution. Of late, instances of termination of services of headmasters and teachers have been on the increase. The agreement, it has now been found, does not give sufficient protection to the teachers. The Government should seriously think of revising the agreement in such a way that headmasters and teachers who do their work properly have security of tenure. Any delay is fraught with serious consequences both to the cause of education and to the teaching profession. The public too should see that the managements are compelled to be fair and just to their staff.



SRI S. NATARAJAN,

President,

XLVI Madras State Educational Conference, Chingleput.